**The Health and Arts Learning HUB**

The HUB program equips students with the tools to grow smarter academically, grow stronger physically and emotionally, and grow together with their peers, community residents, and parents.

Grow smarter with academic support**.**The essential priority of the HUB is to provide students with targeted academic interventions in reading and math. Students receive one-on-one or small group academic tutoring for sixty minutes each day led by highly qualified teachers. Additional academic enrichment exposes students to STEAM-UP, an evidence-based curriculum comprised of science, technology, engineering, arts, and mathematics (STEAM) based activities. STEAM-UP combines individual exploration with hands-on group learning activities and incorporates all seven state STEM standards of practice. Students develop STEAM projects in coding, robotics, and environmental studies, among others. They learn new skills that broaden their horizons and challenge them to learn more about their community and beyond.

Grow stronger with physical and emotional wellness**.**  The HUB features athletic, cultural and social enrichment activities designed to help students grow physically and emotionally.  The physical wellness program includes daily fitness instruction and training, dance, and healthy body movement.  The HUB incorporates the *United Way Fun, Fly and Fit* curriculum to engage children in fitness, exercise, and character development. It features ongoing social and emotional learning components that cover sportsmanship, self-discipline, bullying, cyber-bullying, healthy relationships, violence prevention, anti-smoking, and personal hygiene.

The physical wellness program is complemented by an emotional wellness program that encourages youth to discover their authentic selves. Youth learn how to become a successful executive of their lives using an "emotional toolbox." Tools introduced include an emotional checklist, emotional intellect test, and *Loving Me First* journals that students use during group reflection sessions.  Lastly, students create a vision of their future wellness in the *When I Grow Up* program component.  *When I Grow Up* toolkits detail personalized guides that educate students on nutrition and food consumption choices; appropriate physical activity regimens; and, suggested hobbies and extracurricular activities that students can engage in to prepare for future career success.

Grow together with character education and service learning.  The HUB program incorporates the Six Pillars of Character -- trustworthiness, respect, responsibility, fairness, caring, and citizenship -- into all program activities and behavior management procedures. The HUB staff implements *Character Counts* lesson plans, handouts, and more into the daily academic support and enrichment activities. The *Character Counts* curricula were developed by the Josephson Institute and has a proven track record to increase student achievement and improve student behavior.

The HUB combines character education with service learning to give students an opportunity to practice the six pillars of character in their community. Students work as a team to develop health-focused service learning projects. They organize public health campaigns, community walks, health fairs, and workshops to promote health and wellness to their peers, parents and community residents. Because of these service learning experiences, students learn various ways to create positive and impactful community change.

Meaningful parent engagement. The HUB engages parents as partners. Decades of research show that parental involvement improves academic performance and school attendance; increases student motivation; and reduces disciplinary incidents (Michigan Department of Education).  Parents attend *Empowerment Workshops* three times a year. These events help parents learn about the program and introduce a variety of evidence-based techniques. Workshop materials include take-home activities that help students improve academically (e.g., word games that help with writing and reading comprehension; math games; and reading activities that support struggling readers).

|  |  |
| --- | --- |
| **TABLE 1: OUTLINE OF EVIDENCE-BASED STRATEGIES AND CURRICULA** | |
| Small group and one-on-one tutoring | This is a proven approach for boosting students’ academic achievement as evidenced by a meta-analysis (Topping, K., & Whitley, M. 2010) of 65 studies found positive achievement effects across all of the studies. Two additional studies (Hock, M.F., Pulvers, K.A., Deshler, D.D., and Shumaker, J.B. – 2001) showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. |
| Career exploration and arts integration | College- and career-focused activities (e.g., Transition Coordinator, career exploration activities) include hands-on, real-world activities that students enjoy while also exposing them to various college and career pathways. Lastly, research demonstrates that exposure to the arts improves creativity, self-esteem and overall capacity for learning while decreasing behavioral incidents (Ohio Alliance for Arts Education). |
| Active, collaborative learning | Cooperative Learning is an educational approach that promotes interaction among students and shared responsibility for academic achievement (Stein, R., Hurd, S. 2000). Hands-on learning that requires students to work together builds curiosity and strengthens knowledge through exposure. Research has shown that educational experiences that are active, social, engaging and contextual and student-owned lead to deeper learning experiences (Cornell University Center for Teaching Innovation). Team building is also an important part of the learning process. Students will learn how to resolve conflicts, listen to others and support the ideas of others while being supported by their peers as well. Lastly, it requires individuals to be accountable for their actions and to each other. |
| Motivated learning | Learning increases when the learning is linked to the individual interest and experiences of students. Educators who look for multiple ways to stimulate a student’s advancement, give praise as well as constructive criticism and allow for students to have more control over their learning process will likely motivate students to want to be part of the entire learning experience (Blain, K., 2004) At the HUB, students participate in activities that are related to their interests that will be meaningful and help with personal development. |
| Beyond the boundaries learning | Learning about new places and new things brings excitement and a new enthusiasm for learning. Studies have shown that teaching and learning can be spontaneous and student-centered when moved from the confines of the classroom into the world-at-large (Claiborne, L., Morrell, J., Bandy, J., & Bruff, D. (2017). Students use their community as a classroom, and they learn about other cultures and perspectives through global learning curricula. |
| Physical Activity | A growing body of research suggests that exercise has antidepressant effects. Some studies indicate benefits in mild to moderate depression resulting from regular structured exercise.  Research findings include:   * Youth who are active in sports have a greater sense of well-being than their sedentary peers. The more vigorously they exercise, the better their emotional health. * Social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery. (Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004) |