

5.1 Project Abstract or Summary

Miami Children's Initiative (MCI), in joint partnership with Miami-Dade County Public Schools, provides afterschool, weekend/holiday, and summer programming for 140 secondary students attending the following schools: Brownsville Middle, Miami Northwestern High, Miami Norland High, Booker T High, and Miami Jackson High. Students in grades 6-12 receive academic and personal enrichment services including: academic remediation, homework assistance, tutoring, mentoring, Project Based Learning, social emotion learning, and career readiness. The MCI *Promising Futures* 21st CCLC project was designed through careful collaboration with principals, curriculum specialists, current and future 21st CCLC students/parents, and active community partners. The comprehensive, high-quality 21st CCLC program will offer a wide range of academic and personal enrichment services enhanced by extensive partnership support. Program activities are designed to complement and enrich school day learning, and will include reading; STEAM; character education; and service learning. The project goals, objectives, and activities for all participating students are designed to: (1) improve academic performance (mathematics, reading, and science); (2) increase social competence; (3) increase positive choices; and (4) increase parent involvement and family literacy.

5.2 Needs Assessment

The Miami Children's Initiative (MCI) was born in 2006 when a consortium of local leaders and residents in Miami's historic African-American neighborhood of Liberty City came together to design a comprehensive, critical support system for children and families residing in the community. The intent was to replicate the renowned Harlem Children's Zone (HCZ), a proven model of success in transforming at-risk, violent, underperforming urban communities into desirable places to live that are driven by a deep commitment to see all children succeed. In 2008, the community's efforts were recognized and the Florida Legislature funded the project.

As defined by Miami-Dade County and the City of Miami, the neighborhood of Liberty City is bound by NW 79th street to the north, NW 27th avenue (Unity Boulevard) to the west, NW 41st street to the south, and Interstate 95 (near NW 7th avenue) to the east. In keeping with the

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successful Harlem Children's Zone block by block approach, MCI designated 29 blocks as the "Children's Impact Zone." Within the zone, MCI is currently targeting six blocks on NW 60th between 17th and 20th Avenues. These blocks are home to MCI's 21st CCLC target schools, Brownsville Middle, Miami Northwestern, Miami Norland, Booker T. Washington, and Miami Jackson Senior High Schools. To continue with implementation and design parallel with HCZ, it is pivotal to engage students residing within the impact zone attending the identified target schools.

Targeted blocks in Liberty City communities are distressed and an abundance of community risk factors affect child wellbeing. Diminished economic opportunities, poor academic performance, high concentrations of poor residents, increased levels of transience and family disruption are among the variables that have culminated in socially disorganized neighborhoods afflicted by the risk of violence. Furthermore, these target communities have demonstrated a scarcity of protective factors that aid in the prevention of youth violence and hinder academic performance.

Liberty City's crime index reveals the area's considerable vulnerability in regards to health and safety. On a scale comprised of geo-mapped Uniform Crime Report (UCR) data from neighborhoods across the U.S., Liberty City ranked three on a scale of 1-100, with 100 being the safest. In the Liberty City area, violent crimes account for 44.25% of all crimes. The violent crime rate is 108.16 crimes per 1,000 residents. As a resident of Liberty City, the likelihood of becoming a victim of violent crime is 1 in 23, almost double the likelihood in the larger City of Miami. Research conducted by Hawkins and Catalano (2005) indicated that students were more at risk for problem behaviors when community norms were favorable toward crime and violence.

The Harlem Children's Zone model employs data-driven processes that require continuous assessment of the community's needs. Strategies utilized to identify the current community needs addressed in this 21st CCLC proposal included public meetings, focus groups, consumer surveys, federal census data, and analysis of existing target schools' student

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demographic and academic data. These data sources revealed a crucial need to extend support of student achievement to afterschool.

MCI's foundation is built upon a vision of shared responsibility. This collective effort is best exemplified through the monthly Collaborative Table meetings, whose sole purpose is to improve the quality of life for Liberty City children and families. The Collaborative Table is comprised of representatives from the following groups: residents, businesses, school administration, service providers, universities, funders, and other organizations that have a shared interest in Liberty City's success. During Collaborative Table meetings, data is utilized to identify and improve the service model structure and advance programming for children and families.

On April 17, 2015, the Collaborative Table discussion focused on the submission of this 21st CCLC proposal. Present for the discussion were 35 stakeholders representing local churches, the Department of Juvenile Justice, Department of Children and Families, Miami-Dade County Public Schools (MDCPS), The Children's Trust, Planned Parenthood, South Florida Afterschool All-Stars, and Liberty City parents and youth. During this meeting, the Collaborative Table reviewed 2015-16 Children's Trust funding recommendations. Trust representatives indicated Liberty City programs were allotted afterschool funding for 545 children and youth; this represents coverage for merely 10% of the target area's school age population.

MCI utilizes multiple surveys to monitor service delivery effectiveness, community morale, and garner feedback not elicited during outreach activities. During the development of the proposed project, site principals were instrumental in dissemination of a needs assessment to determine operations, key issues, and programming. Results indicated that an overwhelming majority of students desired afterschool services which included tutoring, mentoring, music, arts appreciation, career readiness, and personal enrichment. Simultaneously, MCI conducted a Parent Resource Allocation survey within the impact zone community. Parents and guardians reported unemployment as the most pressing issue facing their families, followed by school

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dropout and juvenile delinquency. Many of the students' parents themselves have endured financial and social obstacles—such as scarcity of resources and early dropout—contributing to a cycle of need and impeding parents from becoming full partners in their children's education. A majority of parents and guardians indicated a desire for the program to provide tutoring services, dropout prevention, and entrepreneurial education programs. The National Assessment of Adult Literacy (NAAL) has estimated that 52% of adults in Miami-Dade County are lacking basic prose literacy skills, with the most recent data as of 2003 (National Center for Education Statistics, 2012). Focus groups and interviews with Brownville Middle School parents also identified the need for youth-friendly safe spaces that maintained a sense of community and offered opportunities for physical and personal enrichment.

In the schools targeted for service, over 99% of the student populations are ethnically considered “minorities” as identified by the Florida Department of Education (2015) and 91.6% are eligible for free or reduced meals based upon socio-economic status. FSA scores reflect large populations of our targeted schools remain deficient among all subject levels. MCI will use skills training combined with project based learning activities to assist students with reading, writing, and math proficiency. In instances where students are identified as severely deficient, they will receive differentiated instruction and additional intervention. Despite this height of need, none of the identified target schools receive any out-of-school services.

The community, family, and educational risk factors identified above pose huge barriers for students to overcome. Fagan, Van Horn, Hawkins, and Arthur (2007) suggested that a pile-up effect of more than five risk factors correlates with increased risk of delinquency, drug use, school drop-out, and mental health problems. The need to increase student protective factors is imperative, especially in a community that has demanded attention and is prepared to actively engage in the project.

MCI has over 60 partners that consistently meet at the Collaborative Table and support the Children's Impact Zone through resource identification, in-kind services, and reduced cost service delivery. Academic needs will be addressed through Project Based Learning, computer

based remediation, Science Technology Engineering & Math (STEM) programming, small group and one on one tutoring, and daily homework assistance. To reduce the debilitating effects of non-academic risk factors described above, MCI proposes to provide mentoring, physical activity, social emotional and character development, arts and music enrichment, and parent supports.

5.3 Program Evaluation

In order to answer the questions related to the project goals and assess outcomes, a mixed method research design using parallel or simultaneous methodologies (Tashakkori & Teddlie, (2008) will be used. This design was selected because it offers the most powerful evaluation of the project, addressing concerns about validity and reliability and thus the transferability of the findings to other settings (Frechtling & Sharp, 1997).

Stufflebeam's context, input, process, and products (CIPP) model will provide a framework for the evaluation. It provides a robust tool for continuous quality improvement activities to identify performance measures and ensure outcomes for students. Fundamentally, the model promotes growth and assists leaders and project staff to obtain and use feedback systematically to meet important needs and adhere to grantor guidelines (Stufflebeam, Madaus, and Kellaghan, 2000.) The model provides a comprehensive framework for the development of evaluation questions. The CIPP framework addresses project issues related to progress (formative) or achievement (summative) goals and objectives outlined in section 5.3b Measurable Objectives and Measurement Tools of the proposal.

Baseline, Mid-Year, and End of Year data necessary to assess program progress towards goals will be collected by the project director in collaboration with the Evaluation Team. Individual student data such as attendance, report card grades (Reading, Math, and Science) and district assessments related to each outcome will be collected electronically in September 2016, December 2016, and May 2017. The same fall, winter, and spring timeline will be utilized for all objective assessments. Baseline assessments for new students enrolled in the program will occur within 2 weeks of enrollment to ensure data is recorded in a timely manner. The

project director and site coordinator will document PBL products for both academic and personal enrichment projects. In addition to performance measures, the project and evaluation team will utilize Buck Institute for Education PBL rubrics and checklists to determine PBL fidelity of implementation. All data including social and emotional measures, out of school suspensions, absences, and family activities will be recorded and entered into MCI's data collection system maintained by eProgram Services. A mixture of online and paper surveys will ascertain parent knowledge gains following Adult Family Member events. The project will also utilize parent, teacher, and student survey results provided by the 21st CCLC administrative team; garnering parent involvement progress and satisfaction, student program satisfaction, and teacher satisfaction. All evaluation activities coordinated by the evaluation team will include teachers, program staff, students, adult family members and individual service providers.

Southeast Research and Evaluation Associates (SRAEA) will manage the 21st CCLC evaluation project team. SRAEA was selected by MCI because of their extensive knowledge of federal programs and familiarity of the Harlem Children's Zone. It is imperative that our evaluation team understand the connection between our 21st CCLC project goals and those of the impact zone. Dr. Candace Lacey will serve as principal investigator. She offers over 30 years of experience acting as principal investigator for national and international educational and child well-being projects. Dr. Lacey, who holds a Ph.D. and MBA, teaches doctoral courses in research design and program evaluation. Dr. Lacey has extensive experience as principal investigator evaluating local, state, and national grants including multi-million dollar Safe Schools/Healthy Students prevention grants and 21st CCLC grants.

SRAEA will conduct on-site program visits (including interviews) to monitor progress and compliance with federal and state requirements and to track progress toward program goals and objectives. The evaluation team will also prepare a *formative summary* (February 2017) to include analysis of student attendance, program operation, objective assessment, participant interviews and surveys, and recommendations for improvement. A *summative evaluation* will be prepared as required (August 2017) to include all United States Department of Education

reporting requirements such as student attendance compilation and enrollment, program operation, quality of staffing, objective assessment, progress towards sustainability and overall recommendations for improving the program. All evaluation activities including weekly evaluator consultations, evaluator participation in quarterly advisory council meetings, and data collection processes will be used to continuously refine, improve, and strengthen the program in order to achieve the stated goals and objectives.

Evaluation information will be shared with the 21st CCLC Advisory Board consisting of two parents, two students, target school principals, MCI's CEO, and center staff. MCI will share the evaluation results with stakeholders through meetings, copies of reports via Constant Contact (email distribution software) and aggregate findings will be posted on the site's Facebook Page and Website. Feedback and recommendations will be discussed quarterly with the Advisory Committee for possible improvements to the project.

5.3.b Measurable Objectives and Assessments

The Measurable Objectives and Assessment table was completed online utilizing the web-based applicant system. Eight goals and objectives aligned to student needs are available for review. The Measurable Objective Assessment table links to the following needs and gaps: 1) low academic achievement 2) dropout prevention and college and career readiness 3) behavioral support 4) services for Adult Family Members.

5.4 Applicant's Experience and Capacity

Miami Children's Initiative is a 501(c)3 non-profit organization created in 2006 and funded by the Florida Legislature in 2008 as one of three large scale social change efforts within the state of Florida. MCI's goal is to transform Liberty City into a thriving community where 100% of children graduate from college or a post-secondary setting. MCI's current funding to implement the Harlem Children's Zone model is appropriated from The Ounce of Prevention Fund through the FLDOE. As such, a majority of MCI's operating budget for all of Liberty City is public funding followed by private foundation funds. The Ounce of Prevention Fund financially supports block by block components including student advocacy, community building activities, neighborhood beautification, and tutoring.

MCI's model is one of direct academic and personal enrichment programming and service coordination. Examples of current programming include violence prevention efforts through the Miami Foundation; early learning supports and parenting education through The Ounce of Prevention Fund of Florida; and community building through the Citi Foundation. MCI also understands the benefit of engaging the whole family and has a strong base of engaged families. MCI in partnership with Key Biscayne Community Foundation holds bi-monthly food co-ops. MCI also offers Liberty City residents a legal clinic three days a week in their community space. Additionally, parents are offered the opportunity to participate in Strengthening Families, a parenting program which addresses child development and behavior management.

MCI also applied for and received 21st CCLC funding during the 2015-16 funding cycle. This addition of programming to Charles Drew Elementary increased MCI's capacity to reach over 100 new families within the zone. The Collaborative Table is incredibly supportive of afterschool expansion throughout the impact zone; so much so, that Himan Brown Charitable Trust (HBCT) has offered to provide fiscal sponsorship of this proposal. The 21st CCLC program office urges sub-grantees to have at least six months of cash reserves on-hand in order to meet the daily operations and ultimately goals of the program. HBCT has agreed to ensure that MCI has all the fiscal resources needed to keep funding flowing seamlessly. Removing this barrier

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allows MCI to focus more on programming and capacity building while deliverables and invoicing are in approval stages at the state level.

MCI has successfully completed all FLDOE funding requirements such as quarterly reporting, social marketing, and evaluation reporting. In addition, MCI successfully operates an elementary 21st CCLC program serving 120 students daily. The Children's Trust partially funds MCI's "Over the Edge" awareness campaign on a cost-reimbursement contract; Trust records indicate positive feedback, on-time reporting, and exemplary outcomes. MCI has expertise with federal rules and regulations regarding use of federal funds, requirements for personal activity reports (PARs) for staff, and administration of program activities that supplement, not supplant current subgrantee federal funding. All staff members have relevant work experience administering or implementing services under federal, state, and local funds that require stringent adherence to contract fiscal and administrative rules.

An organizational chart outlining MCI's current structure and the proposed 21st CCLC project structure are attached through document upload within the application. Administrative oversight will fall within the purview of the MCI's CEO, Ms. Cecilia Gutierrez. Cecilia has more than 25 years of experience in executive management, policy and organizational development, consultancy, and philanthropy. The majority of Ms. Gutierrez's executive level positions have been held in the education space, helping students' and families access quality education. These experiences have served to shape and develop a senior level executive who leads with inspiration, and is committed to being a part of a team working to accelerate student achievement and school performance.

The positive programmatic evaluation and compliance results are possible due to the composition of dedicated staff, volunteers and interns. MCI employs 17 full-time and part-time individuals, 40% of whom are currently living or were born in Liberty City. Certified Public Accountants, Rudy Larrimore and Ramses Ismael ensure appropriate internal controls are in place, conduct payroll, and review grant fiscal management activities. Board approved established financial protocols govern the fiscal operation of the organization. In addition, an

external yearly audit is conducted by Marlon and associates. The CEO approves all purchase orders and check requests; goods and services exceeding \$5,000 require both the CEO and Chairman of the Board approval. Account staff is responsible for billing and collection of all federal and state grant funds. In addition, MCI processes purchase orders and disperses checks. Likewise, they are also responsible for posting general ledger transactions.

5.5 Partnerships, Collaboration & Sustainability

5.5.a Community Notice

MCI announced their "Intent to Apply" at the March Collaborative Table meeting. Ms. Gutierrez provided notice to Miami-Dade County Public School's Grant Management Department, who in turn, provided notice during MDCPS' televised school board meeting. Facebook and Twitter posts were also made announcing MCI's intention to apply. Private and Charter schools were notified via e-mail with follow up phone calls to document interest; additionally, certified mail was sent to more than 6 charter and private schools in the area. MCI will make available this application and all supporting documentation for review at MCI's community space. MCI will also post the application on its website miamichildrensinitiative.org under "Latest News" at the conclusion of the RFP process.

5.5.b Partnerships

Partnership is at the core of the Miami Children's Initiative. With over 60 agencies meeting regularly at the collaborative table, MCI values opportunities each partner brings to the initiative. MCI is submitting this application with the support of each target school within Miami Dade County Public Schools. MDCPS has a current MOU supporting all target schools within the Liberty City Impact Zone, but MDCPS has agreed to amend this agreement for greater specificity surrounding the 21st CCLC project.

MCI benefits from a very close relationship with Brownsville Middle and Miami Northwestern that entails direct access to administration, input in school improvement plans, school operations, and student achievement. The administration at Brownsville and Miami Northwestern will also provide free meals and snacks through the National School Lunch

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Program, meeting all USDA meal requirement guidelines. Students will be provided a daily nutritious snack and a meal prior to leaving the program for the day. The joint partners will build upon this relationship to include administration of the 21st CCLC program. MCI will oversee the administration of grants funds to include but not limited to fiscal management, personnel, procurement, adherence to 21st CCLC rules and regulations, equipment inventory, professional development, and coordination of family events. MDCPS will provide recommendations for staffing, monitoring of curricula implementation, afterschool snacks and meals, access to Level II security screening and full access to the school campus including classrooms, computer labs, the gym, and cafeteria.

Barry University, School of Social Work is part of the Collaborative Table. Barry University provides social work interns for student psychosocial assessment, community referrals for service, and delivery of social/emotional programming. When needed, supervised interns assist with project data collection, facilitation of stakeholder focus groups, and community events. Himan Brown Charitable Trust is a private trust supporting education-focused projects in New York City, Washington, D.C., and Miami. Himan Brown first began work in Liberty City as a supporter of JP Morgan's seminal "Education Effect," a major funding initiative. Himan Brown will provide needed funding during years 3-5 to sustain consistent levels of service. The Key Biscayne Community Foundation will provide supplementary funding throughout the project to provide for materials and elements not available with federal funding such as incentives and food. The community foundation will continue partnering with MCI to provide the bi-monthly fresh food co-op.

5.5.c Collaborations with the Regular School Day

This 21st CCLC project was designed through active collaboration with principals, curriculum specialists, current and future 21st CCLC students/parents, and active community partners. The comprehensive high-quality 21st CCLC program will offer a wide range of academic and personal enrichment services enhanced by extensive partnership support. Program activities are designed to complement and enrich school day learning, and will include reading; STEAM; performing arts; career exploration; character education; and service learning. Easily accessible academic records, indicative of a strong alliance between MCI and school faculty, allows for tailoring learning activities to meet student needs and align with objectives set by classroom teachers.

The successful implementation of Promising Futures after school program is contingent upon the communication and collaboration between the MCI team, the regular school day staff, parents, and community partners. Confronted with the daily reality of the struggles facing their students, the targeted schools' principals initiated communication in request for assistance. Thus, the bridge of collaboration was fortified between MCI and school administration, allowing full access to pertinent student information and regular school-day teachers. School administration and staff of targeted schools serve as the daily frontline and as such, understand the level of deprivation of the Liberty City community. Without existing out-of-school programs, the schools are left to single-handedly remediate deficiencies without external support. As school partners, MCI is embedded in the collaborative effort to uplift student achievement in correlation with the School Improvement Plan.

MCI staff will communicate face-to-face and through emails with school officials weekly. Also, MCI will attend school scheduled meetings in order to stay abreast with all school activities. Furthermore, the program director and site coordinators will maintain an ongoing dialogue with the schools in respect to students' attendance, behavior, and individual academic progress on a quarterly basis. A majority of staff members secured for the program will be employed at the school creating seamless communication of student needs and progress

between regular school day teachers and 21st CCLC project staff. Communication protocols already existing between target schools and MCI and formal documentation of these protocols are available within the Miami- Dade County Public Schools MOU.

5.5.d Sustainability

MCI is invested in the long-term sustainability of resources that assist all students within the Impact Zone to attend college or have a viable career path upon graduation. Through partnership, identification of support resources, and future funders, MCI will ensure the 21st CCLC program is sustained. Changes are also certain to occur in sources of funding, public policies, and other dynamics that affect the initiative. With that in mind, MCI has developed and nurtured relationships with local foundations such as the Himan Brown Charitable Trust and the Key Biscayne Community Foundation whose missions align with MCI. Both entities currently provide supplemental initiative funding. MCI will seek the assistance of these funders and others during years 3 through 5 when the project experiences a reduction in funding. Finally, a sustainability plan will be developed, reviewed, and revised throughout the program in collaboration with the evaluation team, project staff, partners, and stakeholders.

5.6 Program Plan

5.6.a Target students

The 21st CCLC program will target students in 6th to 12th grade from the following high need schools: Brownsville Middle School, Miami Northwestern, Miami Norland, Booker T. Washington, and Miami Jackson. These schools are largely populated with economically disadvantaged students from traditionally-defined minority groups who come from impoverished homes, where living conditions, nutrition, and health are greatly compromised. Brownsville Middles will serve 80 students (grades 6-8) during afterschool and the summer. Miami Northwestern High (grades 9-12) will serve 60 students during afterschool and summer.

The identified target schools individually have a minority percent of 99 or 100 and an average economically disadvantage population of 86%. Brownsville is a school-wide Title 1 program (*21st CCLC eligibility*) placed on differentiated accountability after release of the

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school’s 2014-15 school grade of an “F.” Additionally, students attending target schools have a Free and Reduced Lunch (FRL) population of 91%, placing them in the top percentile among all Florida schools for poverty (*priority 1*). The following table is an academic breakdown by target school and subject of the percentage of students meeting state standards of success in reading and math. The results in the table below highlight the critical need for student support:

Target School	Reading		Math	
	2014	2015	2014	2015
Booker T Washington Senior High	24	24	55	19
Brownsville Middle	24	19	20	19
Miami Edison Senior High	23	22	61	18
Miami Jackson Senior High	25	27	62	22
Miami Norland Senior High	27	29	58	14
Miami Northwestern Senior High	25	1	56	1

Student enrollment will occur on a first come, first serve basis with priority given to (a) students identified by school administration, (b) students scoring a Level 1 or 2 on standardized testing in all subject areas and, (c) students with multiple risk factors such as homelessness or absenteeism. Students with special needs, regardless of their severity of need, will not be excluded from services, provided they can be safely accommodated within the program. School administration along with MCI will identify the most at-risk students aligning with the priority enrollment criteria. These students and their families will be invited to apply prior to open enrollment of the general population. Given the risk factors associated with the school population, very few students, if any will not qualify for enrollment based on the risk criteria. In addition, MCI will reach out to private schools to provide documentation involving enrollment, eligibility criteria, and programming. It is MCI’s desire to have eligible students throughout the neighborhood apply and attend regardless of their public or private school assignment.

5.6.b Recruitment and Retention

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MCI has an established positive presence within the target community through school improvement efforts like the “Red Carpet Event.” On the first day of school and then again on January 5th, caring adults and collaborative members such as the police department, school staff, and community leaders actually roll out a red carpet for students to make their entrance. Events like this not only make students feel welcomed and special; they engage caregivers who see the investment MCI has in changing their community.

Multiple strategies will be utilized to recruit students for the 21st CCLC programming including backpack flyers; robo-calls from individual target schools to parents; community flyers in English and Spanish; individual phone calls to parents, and announcements at stakeholder meetings. MCI staff is also accustomed to knocking on every door in the neighborhood. The 21st CCLC project won't be excluded from MCI's continuous voice and choice. Program focus groups will identify areas in need of improvement. An advisory board consisting of at least two parents, two students, and one regular school day teacher will monitor student engagement to ensure students are not only progressing academically, but also engaged within the school community.

The MCI Promising Futures program is designed to attract and retain students by delivering activities that promote learning growth and expose students to positive new experiences. Implementing appealing activities that are different from the school curriculum, providing a well-qualified staff, building and maintaining strong relationships with the schools and the parents are important elements of our strategy. This approach has shown to be the key in maintaining and raising students' interest, motivation, and most importantly, their achievement. According to Hawkins and Catalano (2005), attachment to school, opportunities for prosocial involvement, and recognition for prosocial involvement are a few protective factors that can ameliorate a student's risk. MCI will make program adjustments based on evaluation and advisory board feedback accordingly.

5.6.c Student Program Activities

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At each center, the project design will be structured to address needs identified on stakeholder feedback that included students, parents, and student academic data. Program activities developed are aligned to 21st CCLC approved activities and risk factors outlined in Section 5.2. Project Based Learning (PBL), as required by the FLDOE, is an integral part of the program plan. According to Larmer, Ross, and Mergendoller, (2009), student motivation and engagement in learning are likely to increase when PBL is utilized in the classroom. MCI will utilize the common-sense principles of effectiveness, to achieve its goals: (1) Using scientific research to guide classroom practice; and (2) Involving parents by giving them information and choices about their children's education (Suske, 2009). In order to assist students in meeting Florida's Next Generation Sunshine State Standards the Project Design will combine enrichment and academic activities through a project based design.

The majority of our program participants are low performing students in need of individualized instruction. Curriculums that are geared to small group activity or classroom design are not adequate to meet the needs of our specific population. We will implement a project-based, certified teacher lead model that will be designed to include STEAM (science, technology, engineering, art, & math) and will meet the Just Read, Florida! Priority: Reading Intervention strategies for students who read below grade level, with a teacher ratio of 1:10. All project-based activities will include individualized learning instruction through media, learning while doing, visual feedback and audio. Utilizing a project-based curriculum will allow our program the luxury of having teachers provide small, concrete and representational, group instruction. Lessons will be reinforced during personal enrichment classes in an abstract manner in order to target the different levels of learning. Additionally, teachers can apply targeted differentiated instruction that effectively addresses students' needs within a set time frame. Every student will participate in teacher led instruction, project-based activities, in reading/language arts, math and science three days a week for an hour each day. Each project based activity will have a nine-week implementation period. Each participant will engage in two projects per nine week period. All projects will be interactive, hands-on, and will evoke critical

thinking and problem solving skills. Summer programming will support more intensive PBL projects for a longer duration. When possible, student field trips will be linked to PBL components.

Recognizing that all students approach learning with different needs, academic remediation, homework, tutoring and mentoring will occur simultaneously to support academic achievement for a minimum of one hour per day. Students will begin with homework led by their assigned student and family advocate at a 20:1 student to staff ratio. As certified teachers are dismissed from the regular school day, ratios will decrease towards 10:1. Research conducted by Ramdass and Zimmerman (2011) suggested that students who completed their homework assignments learned self-regulation, inhibited distraction, perceived responsibility for learning, learned to manage time better, and were more self-reflective.

Upon completion of their homework, students will transition to their assigned cohort of remediation, tutoring, or mentoring. Academic remediation will be facilitated through the existing MDCPS approved i-Ready computer remediation software platform and led by the student and family advocate and certified teachers at a 10:1 student to staff ratio. i-Ready is linked to common core standards in reading and math and provides adaptive assessment to pinpoint student needs. Diagnostic assessment allows for differentiated instruction and the need for one on one tutoring.

As highlighted in the National Dropout Prevention Center/Network, many disadvantaged students in urban and rural environments lack day-to-day enriching experiences to stimulate their intellectual development. Creating a safe learning environment is an essential component to the successful implementation of educational programs. Through extensive research the National Dropout Prevention Center/ Network identified 15 strategies that have positive impact on dropout rate (Effective Strategies, 2016).MCI will implore the strategies relating to school and community perspective; early interventions; basic core strategies; and making the most of instructions. MCI will work with the schools to identify students who have been truant, suspended or expelled, and provide services through a holistic approach, involving the school

and the entire family. Activities that focus on Character Education will be offered to all participating 21st CCLC students for 1 hour, once per week.

Student and Family Advocates trained in the HCZ student advocate model will facilitate mentoring services. Student and family advocates will work closely with assigned students daily to create individualized action plans with concrete, targeted strategies to help advance both academic and personal development. Each high school student will develop a smart plan designed as a roadmap to success. Smart plans will follow a business plan model and segment specific milestones imperative for current and post-graduation success. Students will have daily access to smart plans and will meet with a student advocate weekly. Utilizing the concept of vision boards, smart plans will be personalized for each student to create a sense of ownership and serve as a reference point for accomplishing outlined goals. An evidence-based, social-emotional and character development program will be utilized to combat many of the social risk factors outlined in Section 5.2. The SEL program was funded by the U.S. Department of Education researched for effectiveness with our population.

Moreover, another component of the program will employ Roadtrip Nation, a web-based program designed to engage students in career exploration. The residences of the target housing development in Liberty City are unemployed or underemployed; limiting the availability and access to meaningful career exploration. By providing a virtual experience in a variety of careers, Roadtrip Nation allows students to discover a world outside of their everyday environment. Roadtrip nation offers personal and up-close access to professionals in a multitude of occupations from video game designers to lawyers, sports journalists to STEM professionals, and everything in between. Fieldtrips will be planned based upon careers assessed by students utilizing Roadtrip Natation. The goal is to increase students' access to opportunity not available in their community context and expand their potential for achievement.

"A typical day in Promising Futures 21st CCLC program" begins fifteen minutes after school dismissal to allow for a timely transition. Upon arrival, students would immediately receive a nutritious snack provided through the United States Department of Agriculture's

National School Lunch Program. During snack, students will engage in current event discussion lead by Student Advocates. Next, student would transition to academic remediation, homework, tutoring, and mentoring for 45 minutes. Following academic supports, students would participate in Project Based Learning activities for 45 minutes. Following PBL instruction, students would rotate through personal enrichment for at least 30 minutes prior to receiving an afterschool supper at the completion of the program. High school students in grades 9-12 would follow the same schedule with an extended duration on Wednesdays. Overall, students will participate in the program for an average of 3 hours per day or 12 hours weekly. Sample schedules for afterschool and summer are attached through document upload within the application. Summer programming would occur from 9:00am to 5:30pm daily allowing for extended service delivery of the aforementioned programs, engaging educational field trips linked to PBL projects, and additional personal enrichment provided in-kind through partners.

5.6.d Adult Family Member Program Activities

The Harlem Children's Zone has always been driven by the belief that the success of our children and the strength of the community go hand in hand. Their needs are inseparable and must be addressed together in order to break the cycle of generational poverty and give our kids a real shot at the American dream (<http://hcz.org/about-us/history/>). Miami Children's Initiative believes no differently and is committed to bringing the community together in positive, engaging activities that support healthy community norms and behaviors. MCI will continue to fund existing Children's Impact Zone activities and will extend these activities to parents of program participants. Current MCI family services include the bi-monthly food co-op, character day, parenting classes, community resource fairs, and family fun days. Current events and activities occur at MCI's community space, located across from the school campus, and at both centers.

Data compiled from the needs assessment illustrates parents have varying needs for Adult Family Member services from GED prep to parenting education. As such, a series of educational events will be created by the Lead Student Advocate and Site Coordinator to assist

Adult Family Members in engaging more effectively in their child's education and social/emotional development. Adult Family member Services will be facilitated at each center and conducted bi-monthly. MCI will work in tandem with community professionals to extend current monthly parent education classes to parents and caregivers of target schools; evidence-based parent programming will be offered bi-monthly for one hour on Saturday mornings. GED classes will be resourced and made available to Adult Family Members weekly at MCI's community space. Additional caregiver activities will be resourced at the inception of the program to address any issues not identified during the needs assessment.

5.6.e Staffing Plan and Professional Development

MCI's 21st CCLC project director will work under the leadership of Ms. Cecilia Gutierrez, MCI CEO. The Program Director has implemented, operated, and has successfully worked with the Florida Department of Education 21st Community Century Community Learning Center team for over 10 years. The project director will be responsible for all daily administrative duties to include but not limited to procurement, hiring, coordination of adult family member services, and coordination of evaluation activities. The project director will also ensure that all deliverables related to 21st CCLC programming are documented, collected, and reported according to 21st CCLC program guidelines.

The Program Coordinator with the assistance of the curriculum specialist will ensure the quality of direct service. The program coordinator is responsible for ensuring the safety of students and the supervision of certified teachers. The curriculum specialist will provide all curriculum outlines and meet with center staff weekly to ensure the integrity and delivery of lesson plans and project based learning. The Curriculum Specialist is a certified teacher and has almost 10 years of experience with the school system. As an experienced teacher, the Curriculum Specialist will be responsible for all aspects of professional development and will focus heavily on classroom management and curriculum training. In order to successfully implement the program and stay abreast with all requirements, paperwork, and reporting, the lead student advocate will assist the program director with data inputting.

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In an effort to provide high quality services, MCI will recruit and hire Florida Certified Teachers with specializations in Secondary Education. To enhance communication with the regular school day, efforts will be made to recruit teachers from target school. Teaching assistants will meet MDCPS minimum qualifications and will have special interests in supervising and facilitating personal enrichment programming. All staff hired, including existing MDCPS certified teachers, teaching assistants, van drivers, administrative staff, contractors, and volunteers participating for more than 10 hours per month will be cleared through a Level 2 background check, in compliance with state requirements. At least one staff member trained in CPR and First Aid certification will be onsite at all times.

MCI will provide program staff the necessary curricula training to ensure fidelity of implementation. Curricula providers such as MindWorks and Positive Action, as part of their contract agreements will conduct onsite professional development. MCI will resource first aid and CPR certification for all staff ensuring coverage at the site location. If necessary, MCI will resource training related to PBL facilitation. As part of 21st CCLC professional development requirements, MCI will send one administrator and one program staff member to the statewide 21st CCLC training held in August. Staff attending the 21st CCLC statewide training will facilitate local training for all site staff.

5.6.f Program Center(s)

As previously indicated, all student program activities will be held on the campus of Brownsville Middle and Miami Northwestern. Brownsville Middle and Miami Northwestern campus is spacious with available classroom space to accommodate all program activities. As a traditional public school campus, the campus has both indoor and outdoor spaces to include a library, computer lab, cafeteria for snacks and meals, and storerooms for equipment lockup. Additionally, school security staff is available to supervise the campus ensuring students are provided with a safe environment. As a secondary program, serving students in grades sixth through twelfth, these locations are exempt from the DCF licensing requirements.

5.6.g Safety and Student Transportation

Student safety is a priority for MCI. All safety protocols observed during the regular school day will be extended to afterschool. Suggested FLDOE student to staff ratios will be maintained at all times. All staffed hired within the project will be required to pass a level 2 background screening, complying with all aspects of the Jessica Lunsford Act, prior to commencing employment. Documentation consisting of required licenses and/or certifications will be collected prior to employment and maintained at MCI's offices. Student enrollment applications will be required prior to student admission. Applications will contain information concerning each student's parent/guardian, parties available to pick-up the student from the program, contact information with a copy of the caregiver's state-issued identification, and permission for the selected mode(s) of student pick-up (i.e., car, bike, or walk). Parents or approved caregivers choosing to pick-up students early must provide identification prior to signing the student out of the program. Persons not indicated as a designated alternate pick-up will not be allowed to remove a student under any circumstance.

Students at Brownsville Middle will not need to travel to a center since services are located on their school campus. Once school ends, participants will meet in a designated, secure area of Charles Drew (e.g., cafeteria) where staff will begin supervision. Student activity ratios will be maintained during transitions from one area of the school to another during programming.

At the end of the program, students will be released to an approved caregiver or transported home. MCI will also provide transportation for students attending identified target schools to Northwestern. To increase safety students will be transported home. All MCI van drivers have current CDL licenses and background checks on file at MCI's offices. However, additional background screening will occur prior to commencing services within the 21st CCLC program. MCI leased, 15 passenger vans undergo routine maintenance on a regular schedule.

Student safety will be maintained during all off-site activities by meeting the field trip ratio criteria of 15:1 students to teachers; requiring parent permission; and completing head counts before, during, and after trips and during any unexpected stops in which students disembark the bus. All services will be provided at Brownsville Middle and Miami Northwestern making them compliant with the Americans with Disabilities Act (ADA) and a familiar environment for students.

5.6.h Dissemination Plan

As community organizers, MCI staff is well versed in "getting the word out." MCI has an unprecedented presence in the targeted school neighborhoods with staff canvassing the housing project to provide residents with resources and event information. The 21st CCLC program information will also be shared through neighborhood canvassing of print materials and word of mouth. MCI will continue to utilize texting to inform parents of Adult Family Member services. Program information will be sent through local media outlets and presentations will be made at target schools open houses to acquaint parents, students and community members with the program and its benefits. The 21st CCLC logo will be used on all media and displayed throughout each site during program operations. In addition, a 21st CCLC website located at <http://www.miamichildrensinitiative.org/> will recognize student achievement (with permission) of program pictures, videos, and student work. Staff members will update the website daily, but at a minimum, it will be updated monthly as required by the FLDOE.

6.0: Project Budget and Scoring Criteria

As instructed in the RFP, the DOE 101 was uploaded through the *document upload* section of the RFP application. The proposed budget narrative submitted includes estimated costs that will supplement, not supplant current funding efforts. Budget items proposed includes costs for staff, equipment and supplies, curriculum and training materials, independent evaluation activities, travel and contractual services to support the framework of activities outlined in this proposal.

7.0 Priority Points

The priority preference form was completed online and uploaded with supporting documentation in the *document upload* section of the RFP application. A total of five points were requested.

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