

10563	City of North Miami Beach	Youth Development 2023	Reviewed
ID	Agency	Template	Application

## Introduction

**Agency Funded for this Initiative in Last Cycle**

This field is populated by the system based on the agency identified. The options below denote whether the applicant agency is currently funded for Youth Development K-5, Youth development 6-12, or is new to the initiative. If this is not accurate, please notify the helpdesk at [helpdesk@thechildrenstrust.org](mailto:helpdesk@thechildrenstrust.org).

 FUNDED FOR YD K-5

 FUNDED FOR YD 6-12

## Program Overview

**Populations to be Served**

Select the proposed population(s) to be served (check all that apply)

Note: The answer selected here will populate related fields, so select with care

 ES: Elementary School (K-5 grade)

 MS: Middle School (6-8 grade)

 HS: High School (9-12 grade)
**Service Timeframes**

Select the proposed program timeframe(s). (Check all that apply)

Note: the answer selected here will populate related fields, so select with care

School Year^Summer

**Program: Description**

Instructions: It is recommended that the program description be written after completing the full application. The description is a summary of the information contained in the proposal. The description should contain the agency name, program name, primary program activities, population to be served, geographic area or neighborhood primarily served, as well as any other significant information about the program. The program description may be used by The Children's Trust to promote the program should it be funded. **(Word limit: 400)**

The City of North Miami Beach Afterschool and Summer Camp Program requests funding from The Children's Trust to enhance services provided to students in grades K-12. The City of North Miami Beach is an existing provider that operates three program sites to support children living in North Miami Beach (NMB) and surrounding communities. These primary program activities include; homework assistance, literacy coaching, social & life skills training, physical fitness, nutrition education, career exploration, STEM-Robotics and Coding, and arts and culture. During the summer, youth may participate in literacy coaching, social and life skills training, physical fitness, nutrition education, arts and culture, STREAM, community engagement activities, and weekly field trips.

This program is a collaborative effort between the North Miami Beach Parks and REC Department and the North Miami Beach Municipal Library. The Parks Department provides after-school and summer programming for a combined 135 youth in grades K-5 at Uleta Park (16880 NE 4th Ct. North Miami Beach 33162 ) and Highland Village Park (13621 NE 21 Avenue North Miami Beach, FL 33162). Additionally, the North Miami Beach Library (1601 NE 164th St. North Miami Beach 33162) serves 40 youth in grades 6-12. The City of North Miami strives to promote an inclusive environment and welcomes all students. Each site is staffed with certified teachers and highly trained professionals ready to tailor the learning experience to meet the needs of each child.

**Program or Agency website URL**

<https://www.citynmb.com/>

## Populations to be Served

Applicant Prior Experience with Proposed Populations to be Served : Note the applicant agency's past experience with serving the population(s) being proposed.

### Population(s) to be served

Please select all the populations that were selected in the previous section.

Elementary School (K-5 grade)^Middle School (6-8 grade)^High School (9-12 grade)

**Does the applicant agency have past experience operating a program serving elementary school (ES) children in grades K-5?**

Yes

### Explanation

For those applicants without prior experience, please explain why this population is being proposed at this time, including the applicant agency's relevant qualifications and programming that meet the needs of this group. (word limit: 200)

**Does the applicant agency have past experience operating a program serving middle school (MS) youth in grades 6-8?**

Yes

### Explanation

For those applicants without prior experience, please explain why this population is being proposed at this time, including the applicant agency's relevant qualifications and programming that meet the needs of this group. (word limit: 200)

**Does the applicant agency have past experience operating a program serving high school (HS) youth in grades 9-12?**

Yes

### Explanation

For those applicants without prior experience, please explain why this population is being proposed at this time, including the applicant agency's relevant qualifications and programming that meet the needs of this group. (word limit: 200)

**Does the applicant agency have past experience operating a program serving young adults transitioning from foster care (FC) while attending a post-secondary education program?**

### Explanation

For those applicants without prior experience, please explain why this population is being proposed at this time, including the applicant agency's relevant qualifications and programming that meet the needs of this group. (word limit: 200)

### Factor Impacting Service Population (word limit: 300)

- Describe the cultural and social factors that impact the children and youth expected to attend the program, including gender, age/grade, race/ethnicity, culture, language, exceptional learner status, disability status, child literacy levels, family economic stability, immigration status, family education levels, and social supports.
- If serving a particular neighborhood or geographic area of the county, describe any relevant neighborhood factors that may impact children and youth, such as poverty, crime, unemployment and/or community

violence and trauma.

- Describe the needs of the population the program intends to address, and how the program will be responsive to these needs and the diversity of those being served.
- If proposing a specialty program exclusively for children and youth with disabilities, justify why the specialty programming is preferable to inclusion programming and how the program will deliver needed specialized and/or therapeutic supports.

North Miami Beach (NMB) serves 165 youth in grades K-12 with funding from The Children's Trust. The community is identified as one of the Trust's target geographic areas. NMB's population of 43,645 consists predominately of 42.5% Black, 38.0% Hispanic and 16.4% White. Students served by our program reflect this demographic. Students generally attend the following schools: Fulford Elementary (K-5), Greynolds Park Elementary (K-5), Oak Grove Elementary (K-5), Ojus Elementary (K-5), Sabal Palm Elementary (K-5), SLAM Academy (6-12), John F. Kennedy Middle School (6-8), and North Miami Beach Senior High (9-12).

The schools' performance data demonstrate the need for NMB to support students academically during out-of-school time. Most of these schools are designated as Title I with the percentage of economically disadvantaged students ranging from 79% to 97%. Children served primarily speak English; however, other languages are spoken at home, such as Haitian Creole and Spanish. The City desires to help students improve their English Language Arts (ELA), Math, and Science proficiency testing scores. A review of testing scores at the target schools reveals that ELA proficiency/mastery scores range from a low of 14.8% to a high of 42.4%. Math mastery and proficiency ranged from 13.5% to 40.8%. Science mastery or proficiency scores were lower, ranging from 10.8 to 29.5%.

NMB's youth programs target students from the most economically distressed parts of North Miami Beach. Youth face challenges common with high poverty communities such as exposure to substance abuse, crime, involvement in foster care, and food or housing insecurity. The City is partnering with the NMB Police Athletic League on its campaign to fill parks, not jails. The Police Department assists the Parks program by coordinating and facilitating sports activities and pairing students with mentors. The activities proposed by North Miami Beach build upon the experiences and needs of the students served.

#### **Outreach and Marketing Strategy (word limit: 300)**

- Describe the marketing plan and strategies for reaching the intended population(s) for initial program referral, recruitment and enrollment into the program. What have been the most effective strategies used in the past?
- Include any planned connections to obtain program enrollment referrals from key gatekeepers that determine enrollment decisions for children and youth, such as parents and caregivers, schools, other systems partners, as well as the children and youth themselves. Be sure to list any formal organizations in the implementation partners section that follows, with any related letters of support or memoranda of understanding (MOU), if applicable.
- Be sure to address how the program will recruit and enroll children and youth with disabilities, as required.
- If proposing to serve multiple populations, be clear which strategies relate to each proposed group.

The City maintains no less than three (3) web pages promoting the programs funded by The Children's Trust – NMB's main page, Parks and Recreation, and NMB Library. Each page links parents to details about enrollment and activities available at each of the program sites. Flyers and posters are placed in high-traffic areas at all park locations, the City Hall complex, local schools, and the North Miami Beach Library. The flyer promoting the program is also blasted out to residents on the City's email opt-in list and mailed out in the NMB Newsletter. The City hosts multiple community events, such as the Literacy Fair and Summer Reading Program, that double as enrollment events. The City updates information about its program on the 211 website and other online resources and accepts referrals from the target schools. Families have grown to expect youth programming from the Parks Department and Library. Childcare deserts occur when there is a lack of accessible care options. As stated, NMB is an area where the Trust desires to expand care. Children were already coming to the parks and library after school and waiting for their parents to pick them up. Funding from the Trust has allowed the City to ensure that children remain safe and accounted for.

Enrollment is open while space is available, and each site maintains a waiting list to keep slots filled. To recruit and enroll children and youth with disabilities, NMB informs families that program slots are set aside for those with a learning challenge or living with a disability. This is particularly the case for the program at the library. Parents have been hesitant to enroll youth due to the challenging robotics curriculum; however, we have found that the robotics and artistic components of the program have benefited youth with disabilities greatly.

**Retention and Engagement Strategy (word limit: 300)**

- Describe the retention and engagement plan and strategies for keeping the enrolled children and youth participating regularly in the program. What have been the most effective strategies used in the past?
- Be sure to address how the program will engage and retain children and youth with disabilities, as required.
- If proposing to serve multiple populations, be clear which strategies relate to each proposed group.
- Identify any anticipated challenges for the populations to be served and strategies for how these challenges will be addressed, including potential engagement or retention challenges.

Parents receive a program handbook with the attendance and behavior management policy. Parents in the K-5 program are asked to ensure that children attend the program at least four days a week and to allow the children to remain present for most of the day. Attendance is tracked daily and analyzed at least every two weeks. Fortunately, from experience, students enjoy coming to the program. When a student leaves the program for any reason, open slots are filled with a child from the site's waiting list.??

NMB takes a different approach to retention and engagement for older youth in grades 6-12. Parents remain t key component of the program's strategy and receive an attendance policy. Older youth are asked to attend the program at least three (3) days out of the week and participate fully. As older youth become more engaged in extracurricular activities such as competitive sports, band, and school clubs, their schedules might conflict with the NMB program. Fortunately, despite these competing interests, students remain engaged in the program. They enjoy robotics, the media center, and various enrichment activities. NMB desires to promote autonomy for older students. Therefore, they are provided with a program schedule and encouraged to attend. The library also asks that students attend tutoring or academic support at least weekly as a member of the program instead of only coming for the "fun" activities. Another incentive is receiving community service hours for serving as peer tutors, project leaders, and contributing to the program's overall success.

NMB operates an inclusive program and seeks to support all students regardless of ability or interests. To accomplish this, NMB offers a wide range of activities from which students may select. Students are bound to find something in each activity that fits their needs.

**Transportation Logistics (word limit: 200)**

- For after-school proposals to use sites that are not the participants' school, explain how children and youth will get to the program after school is dismissed.
- If it is anticipated that the intended service population will have challenges getting to the program location and/or getting home from the program, explain how these challenges will be overcome within this proposal.
- If late program hours (past 6 p.m.) are proposed, clarify how the program will ensure that participants will get home safely.

North Miami Beach has a fleet of vehicles to transport students to the program sites. Some schools are located directly across from the program site, allowing staff to walk over and escort the children to the program site. Traditionally, older students have walked to the program site from SLAM Academy or used the City's free trolley system. The program has recognized that this is a barrier to access for students attending John F. Kennedy Middle School (6-8) and North Miami Beach Senior High (9-12). The program will expand its transportation services to serve better JFK Middle School and North Miami Beach Senior High students in need. Parents can pick their child(ren) up from the sites at 6:00 pm.


Service Sites

Instructions: Sites listed should only include the primary locations of services where children and youth go during the regular course of the program. The information entered in this section will also be used to calculate the total proposed number of slots, program days and percentage of children and youth with disabilities in the Population and Sites Summary section of the application, so enter numbers with care. For Operating Hours & Participation Expectations, see instructions above. Also, if not intending to service a particular timeframe for a population, please enter zero "0" in fields for those specific sections.


Note: For applicants proposing school year services to ES (grades K-5), DCF licensing information is required to begin services.

Site Details	School Year and Full Day	Summer
<p> Highland Village Community Center 13621 NE 21st Ave. North Miami Beach 33181</p> <p>Timeframe:  <input type="button" value="School Year (SY)"/>  <input type="button" value="Full Day (FD)"/>  <input type="button" value="Summer (SM)"/></p> <p>What Specific Grade Levels Will Be Served at this Site?:  <input type="button" value="Kindergarten"/> <input type="button" value="1st grade"/>  <input type="button" value="2nd grade"/> <input type="button" value="3rd grade"/>  <input type="button" value="4th grade"/> <input type="button" value="5th grade"/></p> <p><b>DCF License</b> Number:C11MD2720</p> <p><b>DCF License Expiration</b> Date:9/20/2023</p> <p><b>DCF License Verificatoin:</b></p>	<p><b><u>System Involved Youth</u></b></p> <p>School Year Slots for youth (aged 16-21):</p> <p>After-school % of children and youth with disabilities for SIY:</p> <p>School Year After-school Service Days to be offered for SIY:</p> <p>Number of Days per Week School Year Service Offered for SIY:</p> <p>Start Time for SIY:</p> <p>End Time for SIY:</p> <p>Full Day Slots for youth (16-21):</p> <p>Full Days to be offered for SIY:</p> <p><b><u>ES (K-5).</u></b></p> <p>After-school slots for ES (K-5): <b>60</b></p> <p>After-school % of children and youth with disabilities for ES: <b>15</b></p> <p>School Year After-school Service Days to be offered for ES: <b>180</b></p> <p>Number of Days per Week School Year Service Offered for ES: <b>5</b></p> <p>Start Time for ES: <b>02:00 PM</b></p> <p>End Time for ES: <b>6:00 PM</b></p>	<p><b><u>System Involved Youth</u></b></p> <p>SIY Number of Summer Slots:</p> <p>SIY Summer Percentage of Youth with Disabilities:</p> <p>SIY Number of Weeks of Total Summer Services Offered:</p> <p>SIY Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>ES (K-5).</u></b></p> <p>ES Number of Summer Slots: <b>60</b></p> <p>ES Summer Percentage of Youth with Disabilities: <b>15</b></p> <p>ES Number of Weeks of Total Summer Services Offered: <b>7</b></p> <p>ES Number of Days Per Week Summer Services Offered: <b>5</b></p> <p>Summer Start Time: <b>08:00 AM</b></p> <p>Summer End Time: <b>6:00 PM</b></p> <p><b><u>MS (6-8).</u></b></p> <p>MS Number of Summer Slots:</p> <p>MS Summer Percentage of Youth</p>

Site Details	School Year and Full Day	Summer
	<p>Full Days Slots for ES (K-5): <b>60</b></p> <p>Full Days to be offered for ES: <b>22</b></p> <p><b><u>MS (6-8).</u></b></p> <p>After-school slots for MS (6-8):</p> <p>After-school % of children and youth with disabilities for MS:</p> <p>School Year After-school Weeks to be offered for MS:</p> <p>Number of Days per Week School Year Service Offered for MS:</p> <p>Start Time for MS:</p> <p>End Time for MS:</p> <p>Full Day Slots for MS (6-8):</p> <p>Full Days to be offered for MS:</p> <p><b><u>HS (9-12).</u></b></p> <p>After-school slots for HS (9-12):</p> <p>After-school % of children and youth with disabilities for HS:</p> <p>School Year After-school Weeks to be offered for HS:</p> <p>Number of Days per Week School Year Service Offered for HS:</p> <p>Start Time for HS:</p> <p>End Time for HS:</p> <p>Full Day Slots for HS (9-12):</p> <p>Full Days to be offered for HS:</p> <p><b><u>Foster Care</u></b></p> <p>After-school slots for FC, young adults (19-23):</p>	<p>with Disabilities:</p> <p>MS Number of Weeks of Total Summer Services Offered:</p> <p>MS Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>HS (9-12).</u></b></p> <p>HS Number of Summer Slots:</p> <p>HS Summer Percentage of Youth with Disabilities:</p> <p>HS Number of Weeks of Total Summer Services Offered:</p> <p>HS Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>Foster Care</u></b></p> <p>FC Number of Summer Slots:</p> <p>FC Summer Percentage of Youth with Disabilities:</p> <p>FC Number of Weeks of Total Summer Services Offered:</p> <p>FC Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p>

Site Details	School Year and Full Day	Summer
	<p>After-school % of children and youth with disabilities for FC:</p> <p>School Year After-school Weeks to be offered for FC:</p> <p>Number of Days per Week School Year Service Offered for FC:</p> <p>Start Time for FC:</p> <p>End Time for FC:</p> <p>Full Day Slots for FC, young adults (19-23):</p> <p>Full Days to be offered for FC:</p>	
<p> Uleta Park 16880 NE 4th Ct. North Miami Beach 33162</p> <p>Timeframe:</p> <p><input type="button" value="School Year (SY)"/></p> <p><input type="button" value="Full Day (FD)"/></p> <p><input type="button" value="Summer (SM)"/></p> <p>What Specific Grade Levels Will Be Served at this Site?:</p> <p><input type="button" value="Kindergarten"/> <input type="button" value="1st grade"/></p> <p><input type="button" value="2nd grade"/> <input type="button" value="3rd grade"/></p> <p><input type="button" value="4th grade"/> <input type="button" value="5th grade"/></p> <p><b>DCF License</b> Number:C11MD2019</p> <p><b>DCF License Expiration</b> Date:9/29/2022</p> <p><b>DCF License Verificatoin:</b></p>	<p><b><u>System Involved Youth</u></b></p> <p>School Year Slots for youth (aged 16-21):</p> <p>After-school % of children and youth with disabilities for SIY:</p> <p>School Year After-school Service Days to be offered for SIY:</p> <p>Number of Days per Week School Year Service Offered for SIY:</p> <p>Start Time for SIY:</p> <p>End Time for SIY:</p> <p>Full Day Slots for youth (16-21):</p> <p>Full Days to be offered for SIY:</p> <p><b><u>ES (K-5)</u></b></p> <p>After-school slots for ES (K-5): <b>75</b></p> <p>After-school % of children and youth with disabilities for ES: <b>15</b></p> <p>School Year After-school Service Days to be offered for ES: <b>180</b></p> <p>Number of Days per Week School Year</p>	<p><b><u>System Involved Youth</u></b></p> <p>SIY Number of Summer Slots:</p> <p>SIY Summer Percentage of Youth with Disabilities:</p> <p>SIY Number of Weeks of Total Summer Services Offered:</p> <p>SIY Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>ES (K-5)</u></b></p> <p>ES Number of Summer Slots: <b>75</b></p> <p>ES Summer Percentage of Youth with Disabilities: <b>15</b></p> <p>ES Number of Weeks of Total Summer Services Offered: <b>7</b></p> <p>ES Number of Days Per Week Summer Services Offered: <b>5</b></p> <p>Summer Start Time: <b>08:00 AM</b></p>

Site Details	School Year and Full Day	Summer
	<p>Service Offered for ES: <b>5</b></p> <p>Start Time for ES: <b>02:00 PM</b></p> <p>End Time for ES: <b>6:00 PM</b></p> <p>Full Days Slots for ES (K-5): <b>75</b></p> <p>Full Days to be offered for ES: <b>22</b></p> <p><b><u>MS (6-8)</u></b></p> <p>After-school slots for MS (6-8):</p> <p>After-school % of children and youth with disabilities for MS:</p> <p>School Year After-school Weeks to be offered for MS:</p> <p>Number of Days per Week School Year Service Offered for MS:</p> <p>Start Time for MS:</p> <p>End Time for MS:</p> <p>Full Day Slots for MS (6-8):</p> <p>Full Days to be offered for MS:</p> <p><b><u>HS (9-12)</u></b></p> <p>After-school slots for HS (9-12):</p> <p>After-school % of children and youth with disabilities for HS:</p> <p>School Year After-school Weeks to be offered for HS:</p> <p>Number of Days per Week School Year Service Offered for HS:</p> <p>Start Time for HS:</p> <p>End Time for HS:</p> <p>Full Day Slots for HS (9-12):</p> <p>Full Days to be offered for HS:</p>	<p>Summer End Time: <b>6:00 PM</b></p> <p><b><u>MS (6-8)</u></b></p> <p>MS Number of Summer Slots:</p> <p>MS Summer Percentage of Youth with Disabilities:</p> <p>MS Number of Weeks of Total Summer Services Offered:</p> <p>MS Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>HS (9-12)</u></b></p> <p>HS Number of Summer Slots:</p> <p>HS Summer Percentage of Youth with Disabilities:</p> <p>HS Number of Weeks of Total Summer Services Offered:</p> <p>HS Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>Foster Care</u></b></p> <p>FC Number of Summer Slots:</p> <p>FC Summer Percentage of Youth with Disabilities:</p> <p>FC Number of Weeks of Total Summer Services Offered:</p> <p>FC Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p>

Site Details	School Year and Full Day	Summer
	<p><b><u>Foster Care</u></b></p> <p>After-school slots for FC, young adults (19-23):</p> <p>After-school % of children and youth with disabilities for FC:</p> <p>School Year After-school Weeks to be offered for FC:</p> <p>Number of Days per Week School Year Service Offered for FC:</p> <p>Start Time for FC:</p> <p>End Time for FC:</p> <p>Full Day Slots for FC, young adults (19-23):</p> <p>Full Days to be offered for FC:</p>	<p>Summer End Time:</p>
<p> North Miami Beach Library 1601 NE 164th Street North Miami Beach 33162</p> <p>Timeframe: <input type="text" value="School Year (SY)"/></p> <p>What Specific Grade Levels Will Be Served at this Site?:</p> <p><input type="text" value="6th grade"/> <input type="text" value="7th grade"/></p> <p><input type="text" value="8th grade"/> <input type="text" value="9th grade"/></p> <p><input type="text" value="10th grade"/> <input type="text" value="11th grade"/></p> <p><input type="text" value="12th grade"/></p> <p>DCF License Number:</p> <p>DCF License Expiration Date:</p> <p>DCF License Verificatoin:</p>	<p><b><u>System Involved Youth</u></b></p> <p>School Year Slots for youth (aged 16-21):</p> <p>After-school % of children and youth with disabilities for SIY:</p> <p>School Year After-school Service Days to be offered for SIY:</p> <p>Number of Days per Week School Year Service Offered for SIY:</p> <p>Start Time for SIY:</p> <p>End Time for SIY:</p> <p>Full Day Slots for youth (16-21):</p> <p>Full Days to be offered for SIY:</p> <p><b><u>ES (K-5)</u></b></p> <p>After-school slots for ES (K-5):</p> <p>After-school % of children and youth with disabilities for ES:</p>	<p><b><u>System Involved Youth</u></b></p> <p>SIY Number of Summer Slots:</p> <p>SIY Summer Percentage of Youth with Disabilities:</p> <p>SIY Number of Weeks of Total Summer Services Offered:</p> <p>SIY Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>ES (K-5)</u></b></p> <p>ES Number of Summer Slots:</p> <p>ES Summer Percentage of Youth with Disabilities:</p> <p>ES Number of Weeks of Total Summer Services Offered:</p> <p>ES Number of Days Per Week</p>

Site Details	School Year and Full Day	Summer
	<p>School Year After-school Service Days to be offered for ES:</p> <p>Number of Days per Week School Year Service Offered for ES:</p> <p>Start Time for ES:</p> <p>End Time for ES:</p> <p>Full Days Slots for ES (K-5):</p> <p>Full Days to be offered for ES:</p> <p><b><u>MS (6-8)</u></b></p> <p>After-school slots for MS (6-8): <b>20</b></p> <p>After-school % of children and youth with disabilities for MS: <b>15</b></p> <p>School Year After-school Weeks to be offered for MS: <b>36</b></p> <p>Number of Days per Week School Year Service Offered for MS: <b>4</b></p> <p>Start Time for MS: <b>03:00 PM</b></p> <p>End Time for MS: <b>6:00 PM</b></p> <p>Full Day Slots for MS (6-8):</p> <p>Full Days to be offered for MS:</p> <p><b><u>HS (9-12)</u></b></p> <p>After-school slots for HS (9-12): <b>20</b></p> <p>After-school % of children and youth with disabilities for HS: <b>15</b></p> <p>School Year After-school Weeks to be offered for HS: <b>36</b></p> <p>Number of Days per Week School Year Service Offered for HS: <b>4</b></p> <p>Start Time for HS: <b>03:00 PM</b></p> <p>End Time for HS: <b>6:00 PM</b></p>	<p>Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>MS (6-8)</u></b></p> <p>MS Number of Summer Slots:</p> <p>MS Summer Percentage of Youth with Disabilities:</p> <p>MS Number of Weeks of Total Summer Services Offered:</p> <p>MS Number of Days Per Week Summer Services Offered:</p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>HS (9-12)</u></b></p> <p>HS Number of Summer Slots:</p> <p>HS Summer Percentage of Youth with Disabilities:</p> <p>HS Number of Weeks of Total Summer Services Offered:</p> <p>HS Number of Days Per Week Summer Services Offered: <b>0</b></p> <p>Summer Start Time:</p> <p>Summer End Time:</p> <p><b><u>Foster Care</u></b></p> <p>FC Number of Summer Slots:</p> <p>FC Summer Percentage of Youth with Disabilities:</p> <p>FC Number of Weeks of Total Summer Services Offered:</p> <p>FC Number of Days Per Week Summer Services Offered:</p>

Site Details	School Year and Full Day	Summer
	Full Day Slots for HS (9-12):  Full Days to be offered for HS:  <u><b>Foster Care</b></u>  After-school slots for FC, young adults (19-23):  After-school % of children and youth with disabilities for FC:  School Year After-school Weeks to be offered for FC:  Number of Days per Week School Year Service Offered for FC:  Start Time for FC:  End Time for FC:  Full Day Slots for FC, young adults (19-23):  Full Days to be offered for FC:	Summer Start Time:  Summer End Time:

Population and Sites - Summary

The table below summarizes information entered across all proposed sites related to the number of days to be offered, total number of slots for ES, MS, HS and other populations, and average percentage of children and youth with disabilities. If these calculated numbers are not in line with the intended proposal, please return to the sites section of the application to adjust the numbers entered. Proposed numbers of slots are summed for each timeframe across all sites. Proposed percentage of children and youth with disabilities and service days are a weighted average from data entered at the site level.

Once the information showing in this section is accurate, mark the section complete.

The table below summarizes information entered across all proposed sites related to the total number of slots for ES,MS,HS and other populations, average percentage of children and youth with disabilities, and service days/weeks. If these calculated numbers are not in line with the intended proposal, please return to the sites section of the application to adjust the numbers entered. Note: proposed number are summed for each timeframe; proposed percentage of children and youth with disabilities and service days are weighted average from the data entered at the site level.

	After-School (SY)	Full Day (FD)	Summer (SM)
SIY Slots	0	0	0

	After-School (SY)	Full Day (FD)	Summer (SM)
SIY % with disabilities	0	N/A	0
SIY Days	0	0	0
ES (K-5) Slots	135	135	135
ES % with disabilities	15	N/A	15
ES Days	180	22	35
MS (6-8) Slots	20	0	0
MS % with disabilities	15	N/A	0
MS Days	144	0	0
HS (9-12) Slots	20	0	0
HS % with disabilities	15	N/A	0
HS Days	144	0	0
FC young adults Slots	0	0	0
FC % with disabilities	0	N/A	0
FC Days	0	0	0

Program Activities

Activity	Activity Details
<p><b>Population:</b> Elementary School (K-5 grade)</p> <p><b>Timeframe:</b>School Year</p> <p><b>Activity Area:</b>Academic Success Support</p> <p><b>Activity:</b>Homework and academic support</p> <p><b>Activity Name:</b> Homework Assistance and Tutoring</p> <p><b>Participant Expected in Activity</b> All Youth</p> <p><b>Evidence Based Program (Optional)</b> iREADY, MyOn Reading, Reflex Math, and IXL.</p>	<p><b>Activity Description:</b> In addition to having a safe space for children to go after school, access to homework assistance and tutoring is one of the primary reasons parents send their children to NMB’s program. Research shows that parents struggle to help children with homework. New learning techniques and changes to the school curriculum are challenging. Children of older caregivers and those living in immigrant households face added barriers.</p> <p>NMB’s program staff is trained to use evidence-based strategies to identify participants’ learning styles and provide individualized homework assistance. Experienced educators work alongside the Program Staff to group students together based on grade level and learning style. They also identify students that will benefit from smaller group sizes (up to 5) or one-on-one support. NMB uses an inclusionary approach to homework assistance so that all students are supported. Strategies used by staff include reduced staff to student ratio, preparation, skills-building,</p>

motivation, immediate homework feedback, peer learning, communication with schools and families through teacher/parent check-ins, and progress monitoring on school agendas/assignment books.

Consistent with best practices encouraged by the Department of Education, youth have a regular routine for homework, each room is well lit with enough furniture and supplies for all children to complete assignments, distraction is minimized, and staff is readily available to assist students as needed. Students may use the site's computer lab to access online learning tools such as iREADY, MyOn Reading, Reflex Math, and IXL.

NMB has an Educational Compact with MDCPS, and maintains a positive working relationship with the faculty and staff of the school served by each of our sites. Additionally, we actively recruit staff members from the target schools to fill vacant positions in the youth program, strengthening our ability to understand current learning trends and challenges in the schools. Student report cards and progress reports are collected regularly and tracked. If a child is falling behind in meeting learning goals, the Program Staff will follow up with parents to identify other support services to improve the student's academic achievement.

Program Staff teach students and demonstrate skills such as time management, organization, and how to break challenging tasks into manageable pieces to reduce frustration. Children are incentivized for positive behavior and for reaching personal homework goals. This ranges from verbal praise to selecting from the treasure box. Students that compete on homework assignments prior to the scheduled time, may select a quiet activity of choice such as reading, puzzles, coloring/activity pages, or using the computer for educational purposes.

**Frequency:**  Time(s) per Week

**Intensity:** 60

**Duration:** 36 Number of weeks

**Population:**

**Timeframe:** School Year

**Activity Area:** Academic Success Support

**Activity Description:** Since 2018, NMB has partnered with Focus Learning Academy to promote academic success, and with excellent results. One example is participant A.V.. This student immigrated to the United States and started with NMB in Kindergarten. She did

**Activity:** Differentiated Literacy Instruction (DLI)

**Activity Name:** Differentiated Learning

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** AfterSchool Kidzlit

not speak or understand English, and only Spanish was spoken at home. She had limited ESOL support at school, and her grades were unsatisfactory. We completed the Oral Reading Fluency (ORF) and began with identifying the names and sounds of letters. Staff worked with her and the other students with similar ORF results in small groups and individually when needed. She was frustrated at times but determined. She completed her first-grade year with straight As!

Differentiated instruction necessitates consideration of individual learners' academic strengths and needs. NMB's inclusionary approach to learning means that even when all groups are working together, Staff is mindful of finding a way to encourage everyone to participate based on their reading level. For example, ask one child "what letter does this word begin with" and another "what does this word mean". Guided reading of books with flexible small groups is a highly effective way to differentiate instruction.

Focus Learning Academy's Florida Certified Teachers oversee all reading assessments and work with frustrated readers in small groups of 1-5 based on the child's needs. Program Staff is required to attend Trust-provided training and internally receive instruction from Focus Learning on identifying common reading problems.

At NMB, differentiated learning is not just for children who are behind in reading. Students that are not assigned to a differentiated learning group still participate in literacy or other learning activities to avoid classroom disruptions. NMB's staff selects activities from the research-based AfterSchool KidzLit curriculum or lesson plans developed by the Teachers. With KidzLit, children hear fiction and nonfiction books read aloud or read books independently and make connections between the stories and their own lives.

Literacy activities incorporate multiple learning strategies, such as reading out loud, silent reading, book discussion groups, literacy worksheets, story and literature dramatization, artistic creation, and visual aids such as flashcards or felt/picture boards. Accommodations for CWD may include revising lesson formats and teaching strategies, augmentative communication systems, changes in lighting or noise level to avoid sensory challenges, visual and auditory input, the physical arrangement of the room or equipment, adaptation of instructional or play materials to facilitate participation, peer partners, one-

to-one instruction, and/or independent tasks.

**Frequency:**  Time(s) per Week

**Intensity:** 30

**Duration:**36 Number of weeks

**Population:**

**Timeframe:**School Year

**Activity Area:**Enhanced Health and Wellness

**Activity:**Enhance Health and Wellness - Social & emotional learning

**Activity Name:** Social Emotional

**Participant Expected in Activity**

**Evidence Based Program (Optional)** Positive Action

**Activity Description:** North Miami Beach has seen the positive effects of providing social-emotional wellness to students. The strategies taught to the students are integrated into all aspects of the City’s program. To continue seeing the benefits, the City desires to set aside time each week to teach social emotional literacy and wellness.

The curriculum of choice is Positive Action. Positive Action is a comprehensive social-emotional learning curriculum that helps children develop self-management skills and encourages responsible decision making. Positive Action’s preK-12 curriculum is designed for children and youth; however, adults benefit from it. The Collaborative for Academic, Social, and Emotional Learning (CASEL) rates Positive Action as a “SElect” due to findings that the program demonstrates evidence of effectiveness at improving student outcomes at the highest level, supports students’ social and emotional growth through all five competencies, and offers multi-year programming. The curriculum meets English Language Arts standards and introduces students to topics such as bully prevention, drug prevention, conflict resolution, and mental wellness. Lessons are adapted based on grade level, and use a combination of techniques – reading, writing, drawing, discussion, visual aids, and activity worksheets to appeal to students of differing learning abilities.

**Frequency:**  Time(s) per Week

**Intensity:** 30

**Duration:**36 Number of weeks

**Population:**

**Timeframe:**School Year

**Activity Area:**Basic Health and Wellness

**Activity:**Basic Health and Wellness - Healthy foods

**Activity Description:** North Miami Beach receives healthy snacks from The Children’s Trust’s approved food service provider. Additionally, nutrition education and food demonstrations are offered once a month by the food service provider. FLIPANY’s chef instructor/nutrition educators deliver a one-hour nutrition workshop to youth. Activities range from an interactive food demonstration to a hands-on healthy

and beverages

**Activity Name:** Food and Nutrition

**Participant Expected in Activity**

All Youth

**Evidence Based Program (Optional)** Flipany

cooking lesson provided by an expert in the field. FLIPANY's cooking matters program teaches children ages 8 to 12 about healthy eating and provides simple recipes children can prepare themselves. Cooking Matters for Teens teaches teenagers how to make healthy food choices and prepare healthy meals and snacks.

**Frequency:**

5

Time(s) per Week

**Intensity:** 30

**Duration:**36 Number of weeks

**Population:**

Elementary School (K-5 grade)

**Timeframe:**School Year

**Activity Area:**Basic Health and Wellness

**Activity:**Basic Health and Wellness - Family engagement & connection

**Activity Name:** Family Engagement

**Participant Expected in Activity**

All Youth

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** NMB organizes two family engagement events during the school year. An Open House/Enrollment event is held at the beginning of the program year. This event is conducted between August 1 – September 30. It is an opportunity for parents to meet the staff, tour facilities, get a glimpse of the various activities, and complete the enrollment process. The second family engagement event occurs before Winter Break or Before Summer Break. The City hosts several events during the Holiday Season. The Holiday Literacy Concert is a program that incorporates music, fun, and literacy (story-time). Families also receive free books and giveaways sponsored by donations and the City's elected officials. The Year-End Showcase is a talent showcase in which students perform songs or dances, recite poetry, and receive awards for program participation and success. Each event is paired with a resource table or presentation.

NMB invites representatives from various City Departments and Social Service Groups to present new services and projects. For example, staff from the City's Community Redevelopment Agency share information about grants such as our "Paint, Plant, and Pave Program," which funds aesthetics and curb appeal for residential homes. The CRA also offers various incentives for small business owners. The Police Department informs residents of its Business and Home Security Surveys, which survey residents' homes or businesses and recommend safety improvements. The NMBPD's Autism Decal Program alerts Emergency Responders that there is a person with autism in the home or vehicle. The decals enable officers to draw on their autism training and understand that a person in the home or car may not speak, respond to or comply with verbal commands, hide, wander off, or have no awareness of danger.

Not only do we promote civic engagement and awareness through the Family Nights, but we also coordinate with our target schools to allow the representative to attend and share valuable resources as well. These events offer the ideal opportunity to extend the schools' parent engagement initiatives, such as Parent Academy, into the community.

Finally, the NMB K-5 Afterschool Program is operated by the Parks and Recreation Department. The Parks Department is responsible for planning and implementing over 10 community events each year. These events are popular among residents and attract thousands of families. Our most popular event to date is the annual Snow Fest and Holiday Parade, which averages approximately 6,000 attendees.

**Frequency:**

**Intensity:** 0

**Duration:**36 Number of weeks

**Population:**

**Timeframe:**School Year

**Activity Area:**Sports

**Activity:**Sports - Other

**Activity Name:** Enrichment Activity Sports

**Participant Expected in Activity**

**Evidence Based Program (Optional)** SPARK, Fit2Play

**Activity Description:** The US Center for Disease Control and Prevention (CDC) reports that regular physical activity in childhood and adolescence is important for promoting lifelong health and well-being and preventing a variety of health conditions. In addition to the physical health benefits, students that lead an active lifestyle have improved attention, better mood and memory, fewer absences due to illness, and better grades. One study found that the immediate benefit from a single physical activity session resulted in students being more on task and improved classroom behavior. The social and leadership skills developed through sports include problem-solving, patience, learning from mistakes, understanding the value of hard work, and teamwork.

The Park and Recreation Department has a wide range of team sports and fitness activities for youth. We partner with the North Miami Beach Police Department's Police Athletic League (NMB PAL) to offer an Intramural Sports Program, which is a draw for students in the Afterschool Program. NMB PAL's mission is to engage the youth of our community through sports and educational activities with law enforcement. Intramural Sports consist of organized sports leagues, tournaments, and competitions. It allows students to enjoy the sporting activities they love without the stress of an intense athletic environment. The Police Department provides certified

instructors in Cheer, Football, Track and Field, Basketball, and Baseball. PAL members also receive mentoring and link to needed additional services.

Students that are not interested in team sports have additional options to promote physical fitness. North Miami Beach is proud to be recognized as a Playful City USA, a recognition program honoring cities and towns that ensure that kids in their communities, particularly kids from low-income families, get the balanced and active play they need to thrive. Program staff is certified to replicate Miami-Dade County Parks and Recreation Department's award-winning Fit2Play program. Additionally, the staff is trained to implement the evidence-based SPARK curriculum. This program includes fitness skills training along with nutrition education. A research professor at the University of Miami has studied the effectiveness of this program among 2,000 children similar to NMB's target population, and overwhelmingly, participants are improving health outcomes.

Students may opt to participate in group exercise activities such as Zumba, Yoga, or Aerobics. Additionally, students learn and play popular games such as kickball, softball, dodgeball, four squares, and more. This diverse combination of high-quality fitness options will ensure that all youth will find an activity that they enjoy. Additional ways that NMB will ensure that fitness activities are inclusive are by using small groups, purchasing specialized equipment, and adapting moves used during fitness classes such as Zumba or Yoga.

**Frequency:**  Time(s) per Week

**Intensity:** 60

**Duration:**36 Number of weeks

**Population:**

**Timeframe:**School Year

**Activity Area:**STEM

**Activity:**STEM - technology

**Activity Name:** Enrichment Activity, STEM, STEAM Robotics, Coding and the Arts

**Activity Description:** North Miami Beach desires to continue and expand its partnership with Augmented Intelligence Academy to provide robotics and technology training. NMB has seen the success of the program at the library site, and desires to expose younger children to the benefits of engineering and coding robots.

Augmented Intelligence (AI) works with students in grades K-12 to provide a comprehensive robotics program based on evidence-based learning strategies. NMB will infuse research-based resources available

Participant Expected in Activity

All Youth

Evidence Based Program (Optional) Lego Spike Prime

through Carnegie Mellon University's Robotics Academy. The Robotics Academy provides an avenue for students to continue practicing at home, and to also complete various challenges to receive virtual badges demonstrating proficiency. Students that collect all the badges receive an Introduction to Robotics Certification, which will enhance their academic portfolio.

PROGRAMMING ROBOTS will expose students to Robotics, using Lego Spike Prime through hands-on activities, and virtual robots. Students gain experience building and coding robots. Student-directed inquiry projects enrich the program experience and knowledge of STEAM. These Robotics projects and activities in afterschool settings are classified in two separate categories, according to the role that robotics plays in the learning process:

Robotics as a learning object, includes educational activities of AI's creation aimed at configuring a learning environment that will actively involve learners in the solution of authentic problems focusing on Robotics-related subjects, such as construction, programming and artificial intelligence,

Robotics as a learning tool is an interdisciplinary, project/evidence-based learning activity drawing mostly on Science, Math, Engineering, Art and Technology and offering major new benefits to education at all levels.

In the process of designing and programming robots, students learn important engineering, math, and computer science concepts (Druin and Hendler, 2000, Arlegui et al, 2008a). Robotics can enhance learners' research attitudes, allow learners to make assumptions, carry out experiments and develop their abstracting skills. So, learning constructivism through robotics (seen as a learning object) is also valuable for other cognitive areas belonging to the broader spectrum of school subjects.

Robots are excellent teaching tools. They can motivate students, present STREAM in context, create opportunities for teamwork, reading, creativity, and find a career path.

AI believes that the key is to start with the question, "What do you want to teach?" Do you want to focus on a particular grade-level? The engineering processes? Computational thinking? Perhaps a combination of

these? There are many possibilities.

This year, AI will introduce students to RoboCamp with LEGO SPIKE Prime, an introductory-level workshop that surveys core robotics topics using the LEGO SPIKE Prime system, with a focus on programming logic and sensors. The sessions host a series of virtual activities where students use, modify, and create programs. These activities are carefully scaffolded to support learning abilities. Students complete challenges with confidence - or until they build their confidence. There is an "open-world" environment where students explore the world through programming and experimentation.

When paired with the Carnegie Mellon Robotics Academy, students can pair physical robots with a virtual interface. This web-based software allows program staff and students to follow along with the included videos, animations, challenges, and step-by-step lessons using a fully virtual solution.

**Frequency:** 1 Time(s) per Week

**Intensity:** 90

**Duration:**36 Number of weeks

**Population:** Elementary School (K-5 grade)

**Timeframe:**School Year

**Activity Area:**Enhanced Health and Wellness

**Activity:**Enhance Health and Wellness - Social & emotional learning

**Activity Name:** Enhanced Health and Wellness (Other) - Supervised Free Choice

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** The City recognizes the appeal of attending afterschool programming at a park, and that by the end of the program day, youth have been “on-task” since their school day began at 8:30 am. Best practices promote the concept that children need a balance between structured activities and unstructured time, where they are free to choose their own activities and partners. Most school days are highly structured, and kids need some time, particularly in the after-school hours, to unwind and follow their own inclinations. Time spent in unstructured activities will help them to focus on the structured activities you offer. It is also a part of the City’s retention strategy.

As a Playful City, program staff gives students a period of supervised free choice, twice a week for thirty minutes. During this time youth can take advantage of everything the parks have to offer (soccer, football, tennis, basketball, table tennis, board games, computer labs, reading, arts and crafts, etc.). Students may also sit in groups to read or simply socialize and build healthy connections with their peers.

**Frequency:** 5 Time(s) per Week

**Intensity:** 30

**Duration:** 36 Number of weeks

**Population:** Elementary School (K-5 grade)

**Timeframe:** Summer

**Activity Area:** Academic Success Support

**Activity:** Academic Success Support - Other

**Activity Name:** Academic Success Supports

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)**

**Activity Description:** The National Summer Learning Association reports that the average American student loses an equivalent of two months of grade-level math and science during vacation. This is referred to as the “summer slide” and can result in declines in math and reading. Research has also found that students living in lower-income households face a wider reading gap than those with higher income (Brookings Institute).

Students receive one hour of academic skills building at least four (4) days a week during the summer. Each day, staff and students explore a different subject with students – language arts, math, science, and social studies. A variety of learning strategies are employed. This includes, but is not limited to; reading circles, journaling, expressive reading/theatrical reading, puzzles, word games, vocabulary, choice boards, and videos. The City incorporates incentive programs and materials provided by Miami-Dade County Public Schools, such as their summer reading lists, summer fun packets, and incentives for completing iReady or other web-based programs. Students have access to the program sites’ computer labs to complete assignments or visit educational websites.

Academic Support also incorporates arts and culture. Program staff and guest artists lead workshops for students to demonstrate an understanding of the subject through the arts. Youth participate in a variety of art forms including, but not limited to; painting, drawing, crafts, digital art, and Lego art.

Art provides a safe space for youth to express their individuality, dreams, and ideas. Student achievement improves when the arts are included in overall education. Youth who receive art & music are four times more likely to be recognized for academic excellence. According to the National Art & Education Association, art helps youth think globally. Art exposure of diverse cultures and viewpoints helps youth accept differences in their peers and in society.

Examples of Field Trips: Theater of the Arts/Plays, North Miami Beach Library, Haitian Heritage Museum, Miami Museum of History

**Frequency:** 4 Time(s) per Week

	<p><b>Intensity:</b> 60</p> <p><b>Duration:</b>7 Number of weeks</p>
<p><b>Population:</b> Elementary School (K-5 grade)</p> <p><b>Timeframe:</b>Summer</p> <p><b>Activity Area:</b>Academic Success Support</p> <p><b>Activity:</b>Differentiated Literacy Instruction (DLI)</p> <p><b>Activity Name:</b> Academic Supports DLI</p> <p><b>Participant Expected in Activity</b> All Youth</p> <p><b>Evidence Based Program (Optional)</b> Afterschool KidzLit</p>	<p><b>Activity Description:</b> NMB follows the same DLI format during the summer, as written in the school year activity. The difference between the two is that DLI is conducted for students that are performing below grade level at the same time as Academic Support for all youth. This will reduce classroom disruptions. Additionally, students receiving DLI participate in the arts and culture component of academic support.</p> <p>Program staff and guest artists lead workshops for students to demonstrate an understanding of the subject through the arts. Youth participate in a variety of art forms including, but not limited to; painting, drawing, crafts, digital art, and Lego art.</p> <p>Art provides a safe space for youth to express their individuality, dreams and ideas. Student achievement improves when the arts are included in overall education. Youth who receive art &amp; music are four times more likely to be recognized for academic excellence. According to the National Art &amp; Education Association, art helps youth think globally. Art exposure of diverse cultures and viewpoints helps youth accept differences in their peers and in society.</p> <p><b>Frequency:</b> 4 Time(s) per Week</p> <p><b>Intensity:</b> 60</p> <p><b>Duration:</b>7 Number of weeks</p>
<p><b>Population:</b> Elementary School (K-5 grade)</p> <p><b>Timeframe:</b>Summer</p> <p><b>Activity Area:</b>Sports</p> <p><b>Activity:</b>Sports - Other</p> <p><b>Activity Name:</b> Enrichment Program Sports</p> <p><b>Participant Expected in Activity</b> All Youth</p> <p><b>Evidence Based Program (Optional)</b> Fit2Play American Red Cross</p>	<p><b>Activity Description:</b> In addition to the sports and fitness activities as described during the school year programming, during the summer students attend swimming lessons.</p> <p>The City has multiple swimming pools, and youth receive swim lessons from the City’s certified swim instructors. Instructors follow strategies promoted by the American Red Cross. The first phase of instruction teaches water safety in efforts to reduce drowning incidents among children. Longfellow’s WHALE Tales K–6 water safety program provides lesson plans to teach children about water safety in different environments, such as pools, waterparks, oceans, lakes, and canals/rivers. Additional lesson plans teach about sun and boating safety. Instruction involves</p>

activity worksheets, animated videos, illustrations and fact sheets, and certificates of completion. Some examples of topics include: “Swim in a Pair Near a Lifeguard’s Chair”, “Be Cool, Follow the Rules”, “Think So You Don’t Sink”.

In addition to learning the basics of water safety, students enter the water for training. NMB offers swim classes for people of all ages and abilities. Beginner class starts with the basics, like becoming comfortable in the water and learning safety and basic strokes, then moves on to stroke development, refinement, and improvement, then developing ease and efficiency in the water. Instructors assess the child’s swim level and assign an instructor based on need and ability. As students master a skill, they are moved up in levels.

Field Trips: Sporting Events (Miami Heat Summer Jam), Bowling, Skating

**Frequency:** 4 Time(s) per Week

**Intensity:** 180

**Duration:**7 Number of weeks

**Population:** Elementary School (K-5 grade)

**Timeframe:**Summer

**Activity Area:**STEM

**Activity:**STEM - science

**Activity Name:** Enrichment Activity, STEAM, Robotics, Coding, and the Arts

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** Lego Spike Prime

**Activity Description:** The STEAM Robotics and Coding activity in the summer follows the same format as the school year.

Field Trips: Museum of Science and Discovery, Frost Museum of Science, Deezerland (gaming and engineering)

**Frequency:** 2 Time(s) per Week

**Intensity:** 90

**Duration:**7 Number of weeks

**Population:** Elementary School (K-5 grade)

**Timeframe:**Summer

**Activity Area:**Enhanced Health and Wellness

**Activity:**Enhance Health and Wellness - Social & emotional learning

**Activity Name:** Enrichment Activity, Enhanced Health

**Activity Description:** Enhanced Health and Wellness during the summer incorporates social-emotional wellness, life skills training, financial literacy activities, nutrition education, and supervised free choice. In addition to the Positive Action curriculum as described during the school year, the City proposes special community engagement activities. Special guests are invited to discuss life skills and career exploration. For example, inviting a representative from the local bank to talk about careers in banking and financial literacy,

& Wellness

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** Positive Action

artists to talk about the positive benefits of the arts, Police Officers to talk about personal safety and bullying prevention, the Mayor or City Manager to discuss how the city works and civic engagement, the Public Works Department to discuss environmental protection and the dangers of pollutants in Biscayne Bay.

Like all the program activities, the Program Staff incorporates a multi-faceted learning approach. Students read about the day’s topic, then write or draw pictures of what they learned. The Police Officers and Public Works Department are encouraged to incorporate show and tell into their presentations. Students enjoy seeing how police sirens work or the equipment that officers use.

North Miami Beach is home to the award-winning NMB Water. NMB Water will conduct at least one engagement activity to promote water quality and conservation and expose our youth to careers in Science, Technology, Engineering, and Math (STEM). Staff members from the NMB Water Department come to the program site with tools and equipment, allowing students to learn how to use surveying equipment, how the water treatment plant works, how the city operates fire hydrants and maintains water pressure, and more.

Finally, after a day full of engaging activities, Program Staff and Students might need some free time. To promote balance and social wellness, supervised free choice is incorporated into the program. Students can play, read, draw, use the computer lab, or socialize with friends.

**Frequency:** 2 Time(s) per Week

**Intensity:** 90

**Duration:** 7 Number of weeks

**Population:** Middle School (6-8 grade)

**Timeframe:** School Year

**Activity Area:** Academic Success Support

**Activity:** Homework and academic support

**Activity Name:** Academic Success Supports, Homework Completion & Tutoring

**Activity Description:** The North Miami Beach Library provides the ideal location for participants to complete homework assignments and receive tutoring. Program Staff is available to provide homework assistance to students, with the understanding that middle and high school youth are expected to work independently. Program Staff monitor students and provide intervention when a child is struggling. Staff teach students how to find resources in the library. Tables are set up and labeled with a subject. Students may

Participant Expected in Activity

All Youth

Evidence Based Program (Optional) All Library Site

join small groups based on the tutoring support that they need. Computers are available for students to complete web-based assignments.

Students that are falling behind receive tutoring in reading or math under the guidance of certified teachers. The library works with a certified instructor, Mr. Pedro Gonzalez, and students respond well to his teaching strategies.

High School Completion Supports: Students that are significantly behind in school or at risk of dropping out of school receive enhanced academic support. Every effort is taken to link the student to individualized services. A Teacher assesses the student's needs and prepares an individualized action plan in collaboration with the student. The student has access to in-person tutoring, is trained on how to use their library card to access online tutoring via the library's website or may be paired with a peer tutor or college student. Program staff work to maintain regular communication with the student, parents, and teachers to assess the student's progress. If the student becomes at risk of dropping out of school and does not demonstrate motivation or ability to remain in the physical school environment, the Library provides career online high school diplomas. The library also collaborates with Miami-Dade County School district Adult Education for GED education to prepare students for GED. Additionally, the library partners with Miami Dade College to provide community education for adults. Career and Entrepreneurial Classes are offered at the Library with lessons such as "Social Media for Business", "Foundations for Starting Your Own Business", "and Microsoft Basics: Word/Excel and PowerPoint". Miami Dade College also provides in-person and online GED classes.

Frequency: 4 Time(s) per Week

Intensity: 60

Duration:36 Number of weeks

Population:

High School (9-12 grade)

Timeframe:School Year

Activity Area:Academic Success Support

Activity:Homework and academic support

**Activity Description:** The North Miami Beach Library provides the ideal location for participants to complete homework assignments and receive tutoring. Program Staff is available to provide homework assistance to students, with the understanding that middle and high school youth are expected to work independently. Program Staff monitor students and provide intervention when a child is struggling. Staff teach

**Activity Name:** Academic Success Supports, Homework Completion & Tutoring

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** All Library Site

students how to find resources in the library. Tables are set up and labeled with a subject. Students may join small groups based on the tutoring support that they need. Computers are available for students to complete web-based assignments.

Students that are falling behind receive tutoring in reading or math under the guidance of certified teachers. The library works with a certified instructor, Mr. Pedro Gonzalez, and students respond well to his teaching strategies.

High School Completion Supports: Students that are significantly behind in school or at risk of dropping out of school receive enhanced academic support. Every effort is taken to link the student to individualized services. A Teacher assesses the student's needs and prepares an individualized action plan in collaboration with the student. The student has access to in-person tutoring, is trained on how to use their library card to access online tutoring via the library's website or may be paired with a peer tutor or college student. Program staff work to maintain regular communication with the student, parents, and teachers to assess the student's progress. If the student becomes at risk of dropping out of school and does not demonstrate motivation or ability to remain in the physical school environment, the Library provides career online high school diplomas. The library also collaborates with Miami-Dade County School district Adult Education for GED education to prepare students for GED. Additionally, the library partners with Miami Dade College to provide community education for adults. Career and Entrepreneurial Classes are offered at the Library with lessons such as "Social Media for Business", "Foundations for Starting Your Own Business", "and Microsoft Basics: Word/Excel and PowerPoint". Miami Dade College also provides in-person and online GED classes.

**Frequency:** 3 Time(s) per Week

**Intensity:** 60

**Duration:**36 Number of weeks

**Population:** Middle School (6-8 grade)

**Timeframe:**School Year

**Activity Area:**STEM

**Activity Description:** North Miami Beach desires to continue and expand its partnership with Augmented Intelligence Academy to provide robotics and technology training. Augmented Intelligence has demonstrated the ability to capture and maintain participants' attention by meeting them at their level of

**Activity:**STEM - Other

**Activity Name:** Enrichment Activity, STEM, STREAM – Science, Technology, Reading, Engineering, Arts, and Math

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** Lego Spike Prime, Carnegie Mellon Robotics Academy

experience and interest. We have found that students exhibiting hyperactive or other disruptive behaviors are calmed by the robotics component, particularly hands-on learning. One student was disengaged when first arriving at the program. This student was hyperactive and had difficulty focusing. The student began to connect with the STEM facilitators and excelled at programming. This student is now one of the program's stars, winning a recent robotics competition. This is just one of several examples of how robotics and coding helps our students strengthen study skills, self-control, and self-confidence.

Augmented Intelligence (AI) works with students in grades K-12 to provide a comprehensive robotics program based on evidence-based learning strategies. NMB will infuse research-based resources available through Carnegie Mellon University's Robotics Academy. The Robotics Academy provides an avenue for students to continue practicing at home, and to also complete various challenges to receive virtual badges demonstrating proficiency. Students that collect all the badges receive an Introduction to Robotics Certification, which will enhance their academic portfolio.

PROGRAMMING ROBOTS will expose students to Robotics, using Lego Spike Prime through hands-on activities, and virtual robots. Students gain experience building and coding robots. Student-directed inquiry projects enrich the program experience and knowledge of STEAM. These Robotics projects and activities in afterschool settings are classified in two separate categories, according to the role that robotics plays in the learning process:

Robotics as a learning object, includes educational activities of AI's creation aimed at configuring a learning environment that will actively involve learners in the solution of authentic problems focusing on Robotics-related subjects, such as construction, programming and artificial intelligence,

Robotics as a learning tool is an interdisciplinary, project/evidence-based learning activity drawing mostly on Science, Math, Engineering, Art and Technology and offering major new benefits to education at all levels.

In the process of designing and programming robots, students learn important engineering, math, and computer science concepts (Druin and Hendler, 2000,

Arlegui et al, 2008a). Robotics can enhance learners' research attitudes, allow learners to make assumptions, carry out experiments and develop their abstracting skills. So, learning constructivism through robotics (seen as a learning object) is also valuable for other cognitive areas belonging to the broader spectrum of school subjects.

Robots are excellent teaching tools. They can motivate students, present STREAM in context, create opportunities for teamwork, reading, creativity, and find a career path.

AI believes that the key is to start with the question, "What do you want to teach?" Do you want to focus on a particular grade-level? The engineering processes? Computational thinking? Perhaps a combination of these? There are many possibilities.

This year, AI will introduce students to RoboCamp with LEGO SPIKE Prime, an introductory-level workshop that surveys core robotics topics using the LEGO SPIKE Prime system, with a focus on programming logic and sensors. The sessions host a series of virtual activities where students use, modify, and create programs. These activities are carefully scaffolded to support learning abilities. Students complete challenges with confidence - or until they build their confidence. There is an "open-world" environment where students explore the world through programming and experimentation.

When paired with the Carnegie Mellon Robotics Academy, students can pair physical robots with a virtual interface. This web-based software allows program staff and students to follow along with the included videos, animations, challenges, and step-by-step lessons using a fully virtual solution.

**Frequency:**  Time(s) per Week

**Intensity:** 90

**Duration:**36 Number of weeks

**Population:**

**Timeframe:**School Year

**Activity Area:**STEM

**Activity:**STEM - Other

**Activity Description:** North Miami Beach desires to continue and expand its partnership with Augmented Intelligence Academy to provide robotics and technology training. Augmented Intelligence has demonstrated the ability to capture and maintain participants' attention by meeting them at their level of experience and interest. We have found that students

**Activity Name:** Enrichment Activity, STEM, STREAM – Science, Technology, Reading, Engineering, Arts, and Math

**Participant Expected in Activity**

All Youth

**Evidence Based Program (Optional)** Lego Spike Prime, Carnegie Mellon Robotics Academy

exhibiting hyperactive or other disruptive behaviors are calmed by the robotics component, particularly hands-on learning. One student was disengaged when first arriving at the program. This student was hyperactive and had difficulty focusing. The student began to connect with the STEM facilitators and excelled at programming. This student is now one of the program's stars, winning a recent robotics competition. This is just one of several examples of how robotics and coding helps our students strengthen study skills, self-control, and self-confidence.

Augmented Intelligence (AI) works with students in grades K-12 to provide a comprehensive robotics program based on evidence-based learning strategies. NMB will infuse research-based resources available through Carnegie Mellon University's Robotics Academy. The Robotics Academy provides an avenue for students to continue practicing at home, and to also complete various challenges to receive virtual badges demonstrating proficiency. Students that collect all the badges receive an Introduction to Robotics Certification, which will enhance their academic portfolio.

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When paired with the Carnegie Mellon Robotics Academy, students can pair physical robots with a virtual interface. This web-based software allows program staff and students to follow along with the included videos, animations, challenges, and step-by-step lessons using a fully virtual solution.

**Frequency:**  Time(s) per Week

**Intensity:** 90

**Duration:** 36 Number of weeks

**Population:**

**Timeframe:** School Year

**Activity Area:** Postsecondary Supports

**Activity:** Postsecondary Supports - entrepreneurship

**Activity Description:** NMB Library proposes to partner with Gmass Designs, LLC for its "Fashion To Comics" Product Development Workshop. This 12-week course introduces students to careers in fashion and design. Students create fashion designs, accessories, art, novels, or comic books for small or mass production.

In addition to the hands-on activities, students learn

**Activity Name:** Supports for Postsecondary Success, Entrepreneurship

**Participant Expected in Activity**

**Evidence Based Program (Optional)** Not Applicable

about the business side of fashion and design. Students are taught how to protect their creations, market, and publish their work. The skills may lead to careers as freelance illustrators, graphic artists, or technical designers. Students learn how to interpret their work for production for manufacturers. Their creations could be sold at art shows, trade shows, and festivals. Upon successful completion, students receive a certificate of completion, and their artwork is displayed in the library for a limited time.

The Bureau of Labor Statistics reports that the median pay for a graphic designer is \$50,710 per year or \$24.38 per hour (2021). Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. In 2021, the global graphic design market size is predicted to reach \$45.8 billion industry (IBIS World, 2020). Freelance graphic designers earn between \$20 to \$150 per hour (Eksposure, 2020). The skills learned through the "Fashion to Comics" digital design course will open up a world of opportunities for students.

**Frequency:**

**Intensity:** 75

**Duration:** 12 Number of weeks

**Population:**

**Timeframe:** School Year

**Activity Area:** Postsecondary Supports

**Activity:** Postsecondary Supports - entrepreneurship

**Activity Name:** Supports for Postsecondary Success, Entrepreneurship

**Participant Expected in Activity**

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** NMB Library proposes to partner with Ggross Designs, LLC for its "Fashion To Comics" Product Development Workshop. This 12-week course introduces students to careers in fashion and design. Students create fashion designs, accessories, art, novels, or comic books for small or mass production.

In addition to the hands-on activities, students learn about the business side of fashion and design. Students are taught how to protect their creations, market, and publish their work. The skills may lead to careers as freelance illustrators, graphic artists, or technical designers. Students learn how to interpret their work for production for manufacturers. Their creations could be sold at art shows, trade shows, and festivals. Upon successful completion, students receive a certificate of completion, and their artwork is displayed in the library for a limited time.

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**Frequency:**  Time(s) per Week

**Intensity:** 75

**Duration:** 12 Number of weeks

**Population:**

**Timeframe:** School Year

**Activity Area:** Postsecondary Supports

**Activity:** Postsecondary Supports - career/vocational exploration/skill building

**Activity Name:** Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building

**Participant Expected in Activity**

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** NMB Library proposes to partner with the Institute of Wholistic Empowerment (IWE) to provide life skills training. The IWE is approved by the Florida Division of Vocational Rehabilitation, to work with youth and adults with or without a disability. Their programs give participants the ability to successfully achieve independence by establishing and sustaining a lifelong career. Students learn social skills, financial literacy, and self-advocacy.

**Social Skills:** Social Skills training is indispensable for the person who wants to have sustainable employment. Students are taught how poor social skills impact employability and personal growth. Facilitators demonstrate how lack of social skills might hold one back from reaching their full potential. These classes primarily focus on participants’ strengths and opportunities for improvement.

**Financial Literacy:** Financial Literacy training teaches participants about earning, budgeting, saving, and investing. During this activity, students practice skills such as research, analysis, and problem solving to make sound financial decisions. Students learn to identify reliable sources of information. They learn about interest rates and the impact of small changes in interest rates, especially with respect to borrowing money. Students learn principles of savings and investing and are introduced to the practice of putting a certain percentage of their paychecks (e.g., 10 percent) into savings. High school students explore how they might pay for or finance the purchase of a car or other big-ticket items. They also explore sources of grants, scholarships, and other types of funding for postsecondary education.

The financial literacy component uses games, activities, simulations, and guest speakers to help students understand the importance of financial literacy and careers in finance.

Self-Advocacy: Self-Advocacy Training prepares participants to better communicate their strengths, abilities, interests, and needs when interviewing with potential employers or applying to trade schools, colleges, or universities. Students who participate in this service learn how to represent themselves and make decisions that affect their lives. Throughout the training, students learn skills that increase confidence and self-esteem while helping them develop a sense of independence and self-empowerment.

**Frequency:** 1 Time(s) per Week

**Intensity:** 75

**Duration:**24 Number of weeks

**Population:** High School (9-12 grade)

**Timeframe:**School Year

**Activity Area:**Postsecondary Supports

**Activity:**Postsecondary Supports - career/vocational exploration/skill building

**Activity Name:** Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** NMB Library proposes to partner with the Institute of Wholistic Empowerment (IWE) to provide life skills training. The IWE is approved by the Florida Division of Vocational Rehabilitation, to work with youth and adults with or without a disability. Their programs give participants the ability to successfully achieve independence by establishing and sustaining a lifelong career. Students learn social skills, financial literacy, and self-advocacy.

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**Frequency:** 1 Time(s) per Week

**Intensity:** 75

**Duration:** 24 Number of weeks

**Population:** Middle School (6-8 grade)

**Timeframe:** School Year

**Activity Area:** Arts and Culture

**Activity:** Arts and Culture - Dance

**Activity Name:** Arts & Culture - Dance, Cultural Identity

**Participant Expected in Activity:** All Youth

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** To encourage fitness while also promoting cultural awareness, equity, diversity, and inclusion, the Library seeks to bring in performing artists to expose students to various forms of dance. Mr. Maribel Mora of Perú Expresión has performed with world-renowned troupes spreading the joy of Peruvian music, dance, and culture. Cultural arts and dance activity is as much about preserving customs and traditions as it is about getting people up and moving.

Ms. Mora teaches that the history of Afro-Peruvian music and dance was born when slaves from Angola arrived in Peru. They began to mix their customs with the Andean and Spanish customs of that time. Their dances express joy, sorrows, aments, revelry, and the longings of Afro-Peruvians. Students learn of the dance moves, the traditional instruments, the meaning behind the attire, and respect for the tradition. The library continues to seek out performing artists to introduce participants to more cultural and modern dances.

During special events, students enjoy demonstrating

the new dances learned, but also educating audiences about the cultural value and background of the dances.

**Frequency:** 1 Time(s) per Week

**Intensity:** 60

**Duration:**36 Number of weeks

**Population:** High School (9-12 grade)

**Timeframe:**School Year

**Activity Area:**Arts and Culture

**Activity:**Arts and Culture - Dance

**Activity Name:** Arts & Culture- Dance, Cultural Identity

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)** Not Applicable

**Activity Description:** To encourage fitness while also promoting cultural awareness, equity, diversity, and inclusion, the Library seeks to bring in performing artists to expose students to various forms of dance. Mr. Maribel Mora of Perú Expresión has performed with world-renowned troupes spreading the joy of Peruvian music, dance, and culture. Cultural arts and dance activity is as much about preserving customs and traditions as it is about getting people up and moving.

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During special events, students enjoy demonstrating the new dances learned, but also educating audiences about the cultural value and background of the dances.

**Frequency:** 1 Time(s) per Week

**Intensity:** 60

**Duration:**36 Number of weeks

**Population:** Middle School (6-8 grade)

**Timeframe:**School Year

**Activity Area:**Postsecondary Supports

**Activity:**Postsecondary Supports - career/vocational exploration/skill building

**Activity Description:** In recent years, the North Miami Beach Library has transformed itself into “The Discovery Library” and is called the Jewel of North Miami Beach. Under the leadership of the Library Director, Dr. Edenia Hernandez, the library, is at the forefront of ensuring the community has access to innovative programs and services. The library has a media center similar to the YOUmedia Miami program offered by the Miami-Dade Public Library System. Participants can use the technology hub to learn about

**Activity Name:** Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building

**Participant Expected in Activity**

**Evidence Based Program (Optional)** Not Applicable

App creation, 3D Design and Printing, Gaming, Coding, and more.

The library is excited about a new corporate donor installing a news studio in the library. The goal of the new studio is to provide students in underserved communities with the opportunity to learn about film, directing, and producing television-quality newscasts. The corporate donor is training the library's staff to teach the curriculum and use the equipment. Students enrolled in the program will have access to this new space. The library envisions the youth creating and producing brief segments about hot topics in the community or lessons learned in the afterschool program.

**Frequency:**

**Intensity:** 30

**Duration:**36 Number of weeks

**Population:**

**Timeframe:**School Year

**Activity Area:**Postsecondary Supports

**Activity:**Postsecondary Supports - career/vocational exploration/skill building

**Activity Name:** Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building

**Participant Expected in Activity**

**Evidence Based Program (Optional)** Not Applicable

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**Frequency:**

**Intensity:** 30

**Duration:**36 Number of weeks

**Population:** Middle School (6-8 grade)

**Timeframe:**School Year

**Activity Area:**Basic Health and Wellness

**Activity:**Basic Health and Wellness - Family engagement & connection

**Activity Name:** Family Engagement

**Participant Expected in Activity** All Youth

**Evidence Based Program (Optional)**

**Activity Description:** NMB Library hosts two family engagement events during the school year. The Literacy Fair is held during the month of January. The family-friendly event features conversations with published authors, popular storybook characters, music, student art demonstrations, games, and educational highlights.

The end-of-year STEM Fair is held during the month of June. This event allows the program participants to shine. They assist in planning the program activities, which might include robotics or coding competitions, demonstrations, artwork, and video productions. Program partners are present so that parents and guests can engage in hands-on activities. During both events, the NMB Library invites community organizations and vendors to attend and set up a resource table to inform participants about their goods and services.

City Departments and Social Service Groups are invited to present or set up a table to inform residents of new services and projects. For example, staff from the City’s Community Redevelopment Agency share information about grants such as our “Paint, Plant, and Pave Program,” which funds aesthetics and curb appeal for residential homes. The CRA also offers various incentives for small business owners. The Police Department informs residents of its Business and Home Security Surveys, which survey residents’ homes or businesses and recommend safety improvements. The NMBPD’s Autism Decal Program alerts Emergency Responders that there is a person with autism in the home or vehicle. The decals enable officers to draw on their autism training and understand that a person in the home or car may not speak, respond to or comply with verbal commands, hide, wander off, or have no awareness of danger. Not only do we promote civic engagement and awareness through the Family Nights, but we also coordinate with our target schools to allow the representative to attend and share valuable resources as well. These events offer the ideal opportunity to extend the schools’ parent engagement initiatives, such as Parent Academy, into the community.

Finally, the North Miami Beach Discovery Library provides a wealth of tools and resources to connect families to needed additional services. The library goes far beyond simply checking out books, it is a hub for

learning and exploration. Through the library, parents can apply for passports, register to vote, receive immigration services, participate in infant playgroups, and story time events, take classes from Miami-Dade College, access digital tools and resources, learn to code, print documents, and the list goes on and on. The library also hosts fitness classes. Parents receive a schedule of activities and are invited to attend weekly Zumba, Yoga, or Meditation. Some classes begin at 6:00 pm. It is the perfect opportunity for parents to come to the library to pick up their child, to stay and join their teen in a wellness activity. Additional activities available for teens after 6:00 pm include Chess, Teen Advisory Group Meetings, and Photography. The library closes at 7:00 pm, and therefore students have a safe space to remain, even after the Trust-funded activities have ended.

**Frequency:**  Time(s) per Week

**Intensity:** 120

**Duration:** 36 Number of weeks

**Population:**

**Timeframe:** School Year

**Activity Area:** Basic Health and Wellness

**Activity:** Basic Health and Wellness - Family engagement & connection

**Activity Name:** Family Engagement

**Participant Expected in Activity**

**Evidence Based Program (Optional)**

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**Frequency:**  Time(s) per Week

**Intensity:** 120

**Duration:** 36 Number of weeks

**Population:**

**Timeframe:** School Year

**Activity Area:** Basic Health and Wellness

**Activity Description:** North Miami Beach receives healthy snacks from The Children's Trust's approved food service provider. Additionally, nutrition education and food demonstrations are offered once a month by the food service provider. FLIPANY's chef instructor/nutrition educators deliver a one-hour

<p><b>Activity:</b>Basic Health and Wellness - Healthy foods and beverages</p> <p><b>Activity Name:</b> Snacks and Nutrition</p> <p><b>Participant Expected in Activity</b> <input type="text" value="All Youth"/></p> <p><b>Evidence Based Program (Optional)</b> Flipany</p>	<p>nutrition workshop to youth. Activities range from an interactive food demonstration to a hands-on healthy cooking lesson provided by an expert in the field. FLIPANY’s Cooking Matters for Teens teaches teenagers how to make healthy food choices and prepare healthy meals and snacks.</p> <p><b>Frequency:</b> <input type="text" value="4"/> <input type="text" value="Time(s) per Week"/></p> <p><b>Intensity:</b> 30</p> <p><b>Duration:</b>36 Number of weeks</p>
<p><b>Population:</b> <input type="text" value="High School (9-12 grade)"/></p> <p><b>Timeframe:</b>School Year</p> <p><b>Activity Area:</b>Basic Health and Wellness</p> <p><b>Activity:</b>Basic Health and Wellness - Healthy foods and beverages</p> <p><b>Activity Name:</b> Snacks and Nutrition</p> <p><b>Participant Expected in Activity</b> <input type="text" value="All Youth"/></p> <p><b>Evidence Based Program (Optional)</b> Flipany</p>	<p><b>Activity Description:</b> North Miami Beach receives healthy snacks from The Children’s Trust’s approved food service provider. Additionally, nutrition education and food demonstrations are offered once a month by the food service provider. FLIPANY’s chef instructor/nutrition educators deliver a one-hour nutrition workshop to youth. Activities range from an interactive food demonstration to a hands-on healthy cooking lesson provided by an expert in the field. FLIPANY’s Cooking Matters for Teens teaches teenagers how to make healthy food choices and prepare healthy meals and snacks.</p> <p><b>Frequency:</b> <input type="text" value="4"/> <input type="text" value="Time(s) per Week"/></p> <p><b>Intensity:</b> 30</p> <p><b>Duration:</b>36 Number of weeks</p>

### Activities Summary Table

The table below summarizes information entered in the activities table. If there are activities missing, please return to the activities table section of the application to adjust the activities entered.

Proposed Population	School Year (SY)	Summer (SM)
ES	Differentiated Literacy Instruction (DLI)- Differentiated Learning Homework and academic support- Homework Assistance and Tutoring Basic Health and Wellness - Healthy foods and beverages-Food and Nutrition Basic Health and Wellness - Family engagement & connection-Family Engagement	Differentiated Literacy Instruction (DLI)-Academic Supports DLI Academic Success Support - Other-Academic Success Supports Sports - Other-Enrichment Program Sports

	<p>Enhance Health and Wellness - Social &amp; emotional learning-Social Emotional</p> <p>Enhance Health and Wellness - Social &amp; emotional learning-Enhanced Health and Wellness (Other) - Supervised Free Choice</p> <p>Sports - Other-Enrichment Activity Sports</p> <p>STEM - technology-Enrichment Activity, STEM, STEAM Robotics, Coding and the Arts</p>	<p>STEM - science-Enrichment Activity, STEAM, Robotics, Coding, and the Arts</p> <p>Enhance Health and Wellness - Social &amp; emotional learning-Enrichment Activity, Enhanced Health &amp; Wellness</p>
<p>MS</p>	<p>Arts and Culture - Dance-Arts &amp; Culture - Dance, Cultural Identity</p> <p>Basic Health and Wellness - Family engagement &amp; connection-Family Engagement</p> <p>Basic Health and Wellness - Healthy foods and beverages-Snacks and Nutrition</p> <p>Homework and academic support-Academic Success Supports, Homework Completion &amp; Tutoring</p> <p>STEM - Other-Enrichment Activity, STEM, STREAM – Science, Technology, Reading, Engineering, Arts, and Math</p> <p>Postsecondary Supports - career/vocational exploration/skill building-Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building</p> <p>Postsecondary Supports - career/vocational exploration/skill building-Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building</p> <p>Postsecondary Supports - entrepreneurship-Supports for Postsecondary Success, Entrepreneurship</p>	
<p>HS</p>	<p>Postsecondary Supports - entrepreneurship-Supports for Postsecondary Success, Entrepreneurship</p> <p>Postsecondary Supports - career/vocational exploration/skill building-Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building</p> <p>STEM - Other-Enrichment Activity, STEM, STREAM – Science, Technology, Reading, Engineering, Arts, and Math</p>	

Postsecondary Supports -  
 career/vocational exploration/skill building-  
 Supports for Postsecondary Success,  
 Career and Vocational Exploration and  
 Skill Building

Homework and academic support-  
 Academic Success Supports, Homework  
 Completion & Tutoring

Basic Health and Wellness - Healthy  
 foods and beverages-Snacks and Nutrition

Basic Health and Wellness - Family  
 engagement & connection-Family  
 Engagement

Arts and Culture - Dance-Arts & Culture-  
 Dance, Cultural Identity

### Cross-cutting Strategies and Schedules

The following are required response fields for all applicants.

#### **Social and Emotional Wellness (SEW) within Program Staff and Environment**

Describe the applicant's efforts and actions that will ensure a healthy and supportive environment for both program participants and program staff. Word limit: 300 words

The City of North Miami Beach encourages the hiring of qualified applicants that reflect the culture, language, backgrounds, and growth mindset of the program participants. Our staff members have attended the workshops and trainings provided by The Children's Trust, including those promoting social-emotional learning, positive youth development, and equity and inclusion. NMB became a Trust-Funded provider in 2018 and began using a social emotional learning curriculum. One demonstrated positive impact of having a staff that is trained to teach and implement evidence-based SEL and wellness programming is our student, D.F. This student has a history of involvement in the dependency system and is under the care of his grandmother. When D.F. started with the NMB program, he exhibited behaviors such as anger, defiance, and disruptive communication. His grades were failing and although in 2nd grade, his Oral Reading Fluency scores placed him two grade levels behind. Staff used positive youth development techniques to improve their outcomes.

The developmental relationships framework is based on research findings that young people's development is rooted in their community and relationships (searchinstitute.org). Techniques involve helping the child discover who they are and their abilities to shape their own lives. Staff considered D.F.'s history and surrounded him with support. They implemented strategies such as mindful discipline (working with students to set clear boundaries and implement consistent and fair consequences), providing small group or one-on-one support when needed, using positive reinforcement, and working closely with caregivers and the school to promote consistency. D.F. began to participate in the intramural sports program, where he developed positive peer relationships and had an outlet for stress and anxiety. His reading scores improved, his grades are no longer failing, and he now has siblings attending the program – creating a sense of community.

#### **Youth Voice and Choice**

Describe how the overall program design, schedule and activities will incorporate youth voice and choice to increase participant engagement. Be sure to address all proposed grade-level groups. What methods will be used to ensure proposed activities are delivered in a way to meet the interest and needs of participants? Word limit: 300 words

K-5 Program: North Miami Beach completes parent and child satisfaction surveys. Parents have come to expect and appreciate the high-quality tutoring and homework assistance that the program provides. Students enjoy the many sporting and recreation activities from which to select. During the summer, field trips are the highlight of the week. NMB has decided to maintain a similar schedule as in previous years because, quite simply – it works. Youth can express their voice and choice within each activity. For example, by voting on books for a potential book club, selecting academic enrichment activities from a choice board, giving suggestions for field trips, or helping to plan family engagement activities.

6-12 Program: Youth Voice and Choice is particularly important when working with older youth. NMB completes satisfaction surveys, but ultimately, older youth vote with their feet. Students enjoy the robotics component of the program. This year, the City is enhancing the program by adding a new robot and an education tract for coding and programming. In previous years, students were introduced to all elements of robotics and programming. This new approach allows students to work in the area of robotics that most interests them. NMB Library also found that students were interested in the arts and technology. The digital arts education tract allows students to explore careers in art and gain valuable entrepreneurship skills. Finally, the library has included free choice in the schedule. This allows students to explore the many resources available in the YouMedia center and the soon-to-come television studio. Students may also check out technology and reserve study rooms to prepare for tests, have some quiet time, or record podcasts or videos.

**Sample Schedule After-school Program**

Upload a single document that includes a sample schedule of a full week of after-school services for each proposed population (SIY, ES, MS, HS, FC). Activity frequency and intensity should reflect what is proposed in the Activities Table. Note: Although the system will allow for multiple file uploads, combining all sample after-school schedules across the proposed populations into one file will make it easier for reviewers.

-  [North Miami Beach-ASP Schedule.pdf](#)
-  [NMB Library-Sample 6-12 Schedule.pdf](#)


**Sample Schedule Summer Camp**


Upload a single document that includes a sample schedule of a full week of summer services for each proposed population (SIY, ES, MS, HS, FC). Activity frequency and intensity should reflect what is proposed in the Activities Table. Note: Although the system will allow for multiple file uploads, combining all sample summer schedules across the proposed populations into one file will make it easier for reviewers.




-  [North Miami-Sample Summer Schedule.pdf](#)


Implementation Partners


Instructions: Describe partner agencies and include any written statements documenting their relationships. To complete the table below, click on "New Entry" to add each partner and respond to the following fields.

Partner Information	Partner Description
<p>Type: <input type="text" value="Paid Partner"/></p> <p>Type of Partner: <input type="text" value="Professional Services"/></p> <p>Agency Name:   AUGMENTED INTELLIGENCE ACADEMY INC.</p> <p>Agreement Document:  <input type="text" value="AI Intelligence Letter of Partnership NMBPL.jpg"/></p>	<p><b>Associated Activity:</b> Enrichment Activity, STEM, STEAM Robotics, Coding and the Arts</p> <p><b>Description of Role &amp; Expertise:</b>                      Since 2014, Augmented Intelligence Academy has provided in-person and online STEAM programming for youth. The organization’s mission is “to expose our children to hands-on technology learning by playing skills in great demand today and for the future.” German Dulanto, Director of Augmented Intelligence has over 25 years of experience in the field</p>



Partner Information	Partner Description
	<p>of technology and has worked with youth from underrepresented populations for the last nine years in various after-school settings. Each year, AI Academy-trained students participate in regional, state, and national competitions through FIRST Robotics (<a href="http://www.usfirst.org/frc">www.usfirst.org/frc</a>). Mr. Dulanto has been trained by the Buck Institute for Education <a href="http://www.bie.org">www.bie.org</a> in Project Based Learning and is an Autodesk Inventor Certified User, such as <a href="http://www.autodesk.com">www.autodesk.com</a> software in its basic form is used in the Lego Digital Designer software <a href="http://www.ldd.lego.com">www.ldd.lego.com</a>. He has successfully accomplished LabView Core 1 and Core 2 Courses, which is the software used in the Lego Intelligent Brick in the EV3 proposed system. The organization’s team of mentors, coaches, and influencers are skilled in Python, EV3, Photoshop, and Raspberry Pi. These are all technologies connected to high-demand jobs. AI’s goal is to expose students to as many technologies as possible so that they can find their “Ah Ha moment”, leading to a successful career.</p>
<p>Type: <span>Paid Partner</span></p> <p>Type of Partner: <span>Professional Services</span></p> <p>Agency Name: Focus Learning Academy, Inc.</p> <p>Agreement Document:  <span>NMB-Letter-Focus Learning.pdf</span></p>	<p><b>Associated Activity:</b> Homework Assistance and Tutoring</p> <p><b>Description of Role &amp; Expertise:</b> Focus Learning Academy is based in North Miami Beach and was founded by Mrs. Ruth Smith, M.S. nearly 30 years ago. Mrs. Smith received a B.S. in Exceptional Student Education from the University of Miami, and an M.S. in Exceptional Student Education from Florida International University, and is certified in ALL areas of ESE. She recently retired from Miami-Dade County Public Schools in 2015, after serving students for 35 years. Mrs. Smith is truly passionate about the education of today's youth and lifts them up where they can reach their highest potential. Each child is assessed one on one by Mrs. Smith so that their individual specific needs can be recognized and addressed. No matter the goal, whether it be passing a standardized test, studying for an upcoming exam, or working towards a diploma or degree, Mrs. Smith and Focus Learning Academy is the place where a child's needs will be met and progress will be made.</p>
<p>Type: <span>Paid Partner</span></p> <p>Type of Partner: <span>Professional Services</span></p> <p>Agency Name:</p>	<p><b>Associated Activity:</b> Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building</p> <p><b>Description of Role &amp; Expertise:</b></p>

Partner Information	Partner Description
<p data-bbox="147 136 446 178"> GMOSS Designs, LLC.</p> <p data-bbox="147 210 438 241"><b>Agreement Document:</b></p> <p data-bbox="147 241 706 283"> Gmoss Designs Project Proposal 2023.pdf</p>	<p data-bbox="812 136 1474 840">Gmoss Designs, LLC was founded by Mr. George Moss. Drawing since the age of 6 years old, George Moss takes his influence from sci-fi and fantasy animations, as well as positive hip-hop, R&amp;B, Jazz, and other styles of music. He creates 2d cartoon characters and realistic illustrations. He designs unique products, and writes and illustrates novels for teens and adults. He graduated with honors and a Commercial Arts Degree from International Fine Arts College, which is now known as Miami International University of Art &amp; Design. He worked as a technical illustrator and a freelance assistant technical designer for Perry Ellis International in Miami, Florida. While he was there, George increased his drawing skills and this experience helped shape his character. Through his experience at Perry Ellis and other fashion companies in Miami, he grew in the industry to become a product developer, an assistant technical designer, and a senior creative apparel/technical designer.</p> <p data-bbox="812 850 1474 1516">George now shares his unique line of art, clothing, and accessories based on his illustrated sci-fi novel – “The Chronicles of Ann &amp; Lo™”. His story was created to encourage the young and older generations to seek their purpose and use their talents to uplift their communities. He has taught his Gmoss Product Development Workshop at the Art Institute of Ft. Lauderdale, Florida, the Broward County Main Public Library in Ft. Lauderdale, Florida, Mandel Library in West Palm Beach, Florida, the Geeki Girls Gathering Conference at Florida International University, the African-American Research Library and Cultural Arts Center, the North Miami Beach Library, the Miami-Dade Regional Library in Miami Gardens, Florida, PalmCon Comic Convention in West Palm Beach, Florida, middle schools, high schools, and other organizations in the United States.</p>
<p data-bbox="147 1516 397 1585"><b>Type:</b> <span data-bbox="235 1516 397 1564">Paid Partner</span></p> <p data-bbox="147 1617 641 1690"><b>Type of Partner:</b> <span data-bbox="365 1617 641 1669">Professional Services</span></p> <p data-bbox="147 1711 592 1795"><b>Agency Name:</b> Institute of Wholistic Empowerment</p> <p data-bbox="147 1827 682 1900"><b>Agreement Document:</b>  NMB Library-IWE Support Letter (1).pdf</p>	<p data-bbox="812 1516 1474 1858"><b>Associated Activity:</b> Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building^Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building^Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building^Supports for Postsecondary Success, Career and Vocational Exploration and Skill Building</p> <p data-bbox="812 1858 1474 2018"><b>Description of Role &amp; Expertise:</b> The Institute of Wholistic Empowerment, Inc. (IWE) is a nonprofit employment service empowering customers with the knowledge, skills, and confidence</p>

Partner Information	Partner Description
	<p>required to launch a new sustainable career. IWE is located in North Miami and was founded by Ms. Mairlyn Lightbourn-Oshodi, MSW, ACSW, the daughter of a well-known Fashion Designer, and Entrepreneur, Rachel Garcia Turnquest. Marilyn Lightbourn-Oshodi is a highly experienced professional with numerous years of experience as a social worker, law enforcement officer, and counselor. She attended the Union Institute And University Miami, Florida, where she obtained her Bachelor of Social Work degree (1993), a Master of Social Work (1999) from Florida International University, Miami, Florida, and a Master of Science degree (2012) with a focus on Exceptional Student Education (ESE), and Reading Endorsement from St. Thomas University, Miami, Florida.</p>
<p>Type: <span>In-Kind</span></p> <p>Type of Partner:</p> <p>Agency Name: North Miami Beach Police Department Police Athletic League</p> <p>Agreement Document:  Letter of Support NMBPD 2022.pdf</p>	<p><b>Associated Activity:</b> Enrichment Activity Sports^Enrichment Program Sports</p> <p><b>Description of Role &amp; Expertise:</b> The North Miami Beach Police Athletic League's (NMBPAL) purpose is to engage the youth of our community through sports and educational activities with law enforcement, in an effort to build positive relationships and prevent juvenile delinquency. The goal of the North Miami Beach PAL Program is to create a bond between the youth of North Miami Beach and Police Officers through academics, cultural and artistic programming, as well as sports and mentorship; so that the youth are empowered to resist the negative influences of the streets. The North Miami Beach PAL Program's vision is to include education, tutoring, arts and crafts, dance, cheerleading, flag football, social services, vocational guidance, entrepreneurship, leadership development, healthy choice initiatives, and field trips. North Miami Beach PAL will provide free after-school and athletic programs and mentorship for youth, ages 7 through 18 years of age.</p>
<p>Type: <span>In-Kind</span></p> <p>Type of Partner:</p> <p>Agency Name: Perú Expresión</p>	<p><b>Associated Activity:</b> Arts &amp; Culture - Dance, Cultural Identity</p> <p><b>Description of Role &amp; Expertise:</b> Founded by a collection of local Peruvian performers in 1999, dance and music ensemble Perú Expresión presents various expressive traditions, including those practiced by Afro-Peruvians. The group is led by percussionist Johnny Mora, an expert cajón (box drum)</p>

Partner Information	Partner Description
<p><b>Agreement Document:</b></p> <p> NMB Library-Peru Expressions.pdf</p>	<p>player, and dancer Maribel Egoavil-Morea. Both have performed with the world-renowned troupe Perú Negro and with other Peruvian music stars, including Eva Ayllón. Ms. Maribel Mora is a professional dancer and instructor of Caribbean music. She has worked with the library over the past two years preparing students to participate in dances at the library events. The largest show celebrating Peruvian Independence attracted over 2,000 attendees.</p>

Participant Outcomes

Program Outcome Details	Outcome	Tool Details	Meaningful Improvement
<p>Timeframe: School Year</p> <p>Population(s) to be served: Elementary School (K-5 grade)</p> <p>Associated Activity Area: Sports</p>	<p><b>Additional</b></p> <p>Target Percentage:65%</p> <p>Children will make meaningful improvements in physical fitness.</p> <p>The outcome is based on the past performance of our students.</p>	<p>PACER Multi-Stage Shuttle Run SY</p> <p>Timing:</p> <p><b>Pre-test</b> <b>Mid-test</b></p> <p><b>Post-test</b></p> <p>Request Adaptation or Alternative Assessment:N/A</p> <p>Attachment(s):</p> <p> PACER Scoring Sheet.pdf</p>	<p>Based on an increase in four laps completed from the pre-test to the post-test.</p>
<p>Timeframe: Summer</p> <p>Population(s) to be served: Elementary School (K-5 grade)</p> <p>Associated Activity Area: Sports</p>	<p><b>Additional</b></p> <p>Target Percentage:65%</p> <p>Children will make meaningful improvements on physical fitness.</p> <p>The outcome is based on the history of students' performance and considering the short timeframe for students to demonstrate improvement.</p>	<p>PACER Multi-Stage Shuttle Run</p> <p>Timing:</p> <p><b>Pre-test</b> <b>Post-test</b></p> <p>Request Adaptation or Alternative Assessment:N/A</p> <p>Attachment(s):</p> <p> PACER Scoring Sheet.pdf</p>	<p>Based on an increase of two laps completed from the pre-test to the post-test.</p>

## Staffing Description

Instructions: Answer the questions below and upload required staffing documents.

### Staffing Plan Description

Describe the staffing plan for the proposed program while addressing the following points. (Word Limit: 600)

- Describe the overall staffing plan proposed to deliver youth development services in alignment with this solicitation, including a summary of the positions and roles.
- Describe the plan to hire and retain the necessary staff for a successful program implementation, including whether staff need to be recruited and hired or are already available within the applicant agency. In particular, what are the recruitment strategies for certified teachers or the equivalent who will deliver DLI if serving ES children.
- How will the applicant ensure racial equity, diversity and inclusion principles are met and that staff are attuned to minimize implicit bias and express cultural humility through service delivery?
- What is the staff's demonstrated expertise carrying out similar activities and working with similar children and youth, including children and youth with disabilities?
- Description of roles and responsibilities for direct service or supervisory staff, including when not directly serving children and youth.
- Describe the approach to staff supervision and management, including of volunteers and subcontractors, if applicable. Include the expected frequency, duration and content of supervision activities.
- Describe typical staff training and professional development practices that support program quality and continuous learning.

North Miami Beach invests carefully in recruiting and screening new job candidates because it has been shown to increase staff retention. Staff with passion, respect, and concrete skills for working with youth are the strongest fit. In addition, the City implements a team approach to interviewing and screening job candidates; this promotes stability because the candidates recommended for hire will more likely fit in with the team. Core Competencies for program staff include but are not limited to understanding and knowledge in the following areas: activities, curriculum, and programming, building caring relationships, child/youth development, effective behavior management, safety, health, nutrition, cultural competence, professionalism, and program management.

The key staff members of the City's youth programs are currently staffed. However, the City expects that opportunities will arise to hire additional staff or to fill vacant part-time positions. The program staff members are representatives of the youth served by many staff members residing in North Miami Beach and surrounding areas. The following staff members support the City's Trust-related activities: The staffing plan for the NMB Library includes (1) Full Time Special Projects Coordinator, (1) Part-Time Program Assistant, and (1) a Full-Time Grant Administrator. The NMB Parks' staffing plan includes one (1) Program Manager, and twelve (12) Activity Leaders, The Program Manager is responsible for quality assurance, hiring staff, and ensuring overall compliance with contractual obligations.

The Grant Administrator works with the Special Project Coordinator to ensure that all direct care staff is fully trained, coordinates professional service vendors, and assists in completing daily program tasks. Activity Leaders (1:15 ratio) are responsible for working directly with the children daily for the full time that the children are present. They assist in carrying out all activities identified in the activity chart and do not leave the children alone at any time with contracted providers or community partners.

Professional Services: NMB can meet the Trust's requirements for quality DLI instructors by partnering with Focus Learning Academy. Certified Teachers (1:5 ratio for Differentiated Learning) are Master Level instructors with at least 15 years of experience as certified teachers and reading coaches. They are responsible for training/coaching Activity Leaders in properly implementing the evidence-based literacy and social skills curriculum. The Teachers conduct and analyze ORF and iSTEEP to identify the specific needs of each student. Students are grouped based on their reading skills level during the program's literacy component. The Teachers work directly with struggling

readers using differentiated learning techniques. Fitness Instructors: work with youth using positive coaching techniques.

When staff is not working directly with children, they complete training, prepare the space for children, contact parents, prepare lesson plans, complete required reports, and conduct data entry. The Program Manager works with the Parks Director and Library Programming Director to ensure that program staff meet the goals and objectives of the grant contract and offer support where needed. Finally, the City uses the tools and resources available through the Trust and the various evidence-based curricula to monitor the quality of the activity. This includes, but is not limited to, conducting mock CAT visits, completing program fidelity checklists, and holding weekly staff meetings to celebrate successes and discuss challenges. Direct line care staff and sub-contractors receive copies of all checklists as a training tool for operating a high-quality program.

**Staffing Organizational Chart Upload**

Upload a current organizational chart for the proposed program to illustrate the purpose staffing plan. Please ensure that position titles match those listed elsewhere in the application. Make it clear on the chart which positions are dedicated to direct participant services.

 [FY23 Org Chart City of North Miami Beach.pdf](#)

Staffing Table

Considering the high standards and expectations for staffing within this solicitation, applicants should propose staff salaries that are competitive with current market salaries/benefits and/or hourly rates for the positions needed. Staff continuity and retention is especially critical among direct service providers who are key in building trusting relationships with children and families that support their engagement in services and achievement of outcomes. Ensuring that the direct service staff members who support children and families receive a living wage is also one way to support staff social and emotional wellness (SEW).

Instructions to Applicants: To complete the Staffing Table below, click on "New Entry" to add each new position and complete the required fields.

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
Position related to:Lead Agency/Program Budget	Position Annual Salary: 55,000  Total Annual Salary of Position(s): 55,000	Program Cost: School Year: Salary:41,250  Program Cost: Summer: Salary: 13,750	Funding Request: School Year: Salary:41,250  Funding Request: School Year: Fringe Benefits:\$12,375.00	<b>Salaries</b>  School Year Salary: K-5:\$41,250.00  School Year Salary: 6-8:\$0.00
Timeframe(s):School Year^Summer	Fringe Benefits Allocation %: 30.00	Program Cost: Total Salary:55,000	Funding Request: Summer: Salary: \$13,750.00	School Year Salary: 9-12 (including transitioning youth):\$0.00
Position Title: Program Manager	Fringe Benefit justification:	Program Cost: School Year: Fringe Benefits:12,375	Funding Request: Summer: Fringe Benefits \$4,125.00	School Year Salary: SIY:\$0.00
Number of Positions: 1	Fringe Benefit Allocation: 16,500	Program Cost: Summer: Fringe Benefits 4,125	Total Funding Request: Salary: 55,000	Summer Salary: K-5: \$13,750.00
Position Minimum Qualifications: Bachelor's Degree or equivalent experience in	Total Annual Salary of Position(s) and			

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>program management.</p> <p>Related Program Responsibilities: Provides direction for the program's day-to-day operations, supervision, direction and guidance for staff, assures implementation of evidence-based curriculum or program protocols with fidelity.</p> <p>Classification: <input type="button" value="Full-time"/></p> <p>In Ratio: No</p> <p>Related Activities:</p> <p>Supervision: <input type="button" value="Yes"/></p>	<p>Fringe Benefit: 71,500</p>	<p>Program Cost: Fringe Benefits Total: 16,500</p> <p>Total Program Cost: 71,500</p>	<p>Total Funding Request: Fringe Benefits:16,500</p> <p>Total Funding Request: 71,500</p> <p>Total Matching Funds:\$0.00</p>	<p>Summer Salary 6-8: \$0.00</p> <p>Summer Salary 9-12 (including transitioning youth) \$0.00</p> <p>Summer Salary SIY:\$0.00</p> <p><b>Fringe Benefits</b></p> <p>School Year Fringe Benefits: K-5: \$12,375.00</p> <p>School Year Fringe Benefits: 6-8: \$0.00</p> <p>School Year Fringe Benefits: 9-12: \$0.00</p> <p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$4,125.00</p> <p>Summer Fringe Benefits: 6-8: \$0.00</p> <p>Summer Fringe Benefits: 9-12: \$0.00</p> <p>Summer Fringe Benefits: SIY: \$0.00</p>
<p>Position related to:Lead Agency/Program Budget</p> <p>Timeframe(s):School Year^Summer</p> <p>Position Title:</p>	<p>Position Annual Salary: 20,820</p> <p>Total Annual Salary of Position(s): 312,300</p> <p>Fringe Benefits Allocation %: 15.00</p>	<p>Program Cost: School Year: Salary:16,140</p> <p>Program Cost: Summer: Salary: 4,680</p> <p>Program Cost: Total</p>	<p>Funding Request: School Year: Salary:16,140</p> <p>Funding Request: School Year: Fringe Benefits:\$2,421.00</p> <p>Funding Request:</p>	<p><b>Salaries</b></p> <p>School Year Salary: K-5:\$16,140.00</p> <p>School Year Salary: 6-8:\$0.00</p> <p>School Year Salary:</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>Activity Leaders</p> <p>Number of Positions: 15</p> <p>Position Minimum Qualifications: Must be 17 years of age or older. High School diploma or General Equivalency Diploma (GED); preferred. Two years of work experience with children in the specialized area may substitute for the high school diploma or General Equivalency Diploma (GED).</p> <p>Related Program Responsibilities: Delivers specialized enrichment activities in a particular subject area, but is not a certified teacher.</p> <p>Classification:  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Part-time/Seasonal</div> </p> <p>In Ratio: Yes</p> <p>Related Activities:Basic Health and Wellness - Family engagement &amp; connection,Basic Health and Wellness - Healthy foods and beverages,Differentiated Literacy Instruction (DLI),Enhance</p>	<p>Fringe Benefit justification:</p> <p>Fringe Benefit Allocation: 46,845</p> <p>Total Annual Salary of Position(s) and Fringe Benefit: 359,145</p>	<p>Salary:20,820</p> <p>Program Cost: School Year: Fringe Benefits:2,421</p> <p>Program Cost: Summer: Fringe Benefits 702</p> <p>Program Cost: Fringe Benefits Total: 3,123</p> <p>Total Program Cost: 23,943</p>	<p>Summer: Salary: \$4,680.00</p> <p>Funding Request: Summer: Fringe Benefits \$702.00</p> <p>Total Funding Request: Salary: 20,820</p> <p>Total Funding Request: Fringe Benefits:3,123</p> <p>Total Funding Request: 23,943</p> <p>Total Matching Funds:\$0.00</p>	<p>9-12 (including transitioning youth):\$0.00</p> <p>School Year Salary: SIY:\$0.00</p> <p>Summer Salary: K-5: \$4,680.00</p> <p>Summer Salary 6-8: \$0.00</p> <p>Summer Salary 9-12 (including transitioning youth) \$0.00</p> <p>Summer Salary SIY:\$0.00</p> <p><b>Fringe Benefits</b></p> <p>School Year Fringe Benefits: K-5: \$2,421.00</p> <p>School Year Fringe Benefits: 6-8: \$0.00</p> <p>School Year Fringe Benefits: 9-12: \$0.00</p> <p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$702.00</p> <p>Summer Fringe Benefits: 6-8: \$0.00</p> <p>Summer Fringe Benefits: 9-12: \$0.00</p> <p>Summer Fringe Benefits: SIY: \$0.00</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
Health and Wellness - Social & emotional learning, Homework and academic support, STEM - science  Supervision: <input type="text" value="No"/>				
Position related to: Lead Agency/Program Budget  Timeframe(s): School Year^Summer  Position Title: Certified Teacher  Number of Positions: 4  Position Minimum Qualifications: A Florida teaching certification.  Related Program Responsibilities: Ensures delivery of any service requiring a certified teaching staff.  Classification: <input type="text" value="Professional Services"/>  In Ratio: Yes  Related Activities: Differentiated Literacy Instruction (DLI), Homework and academic support	Position Annual Salary:  Total Annual Salary of Position(s):  Fringe Benefits Allocation %:  Fringe Benefit justification:  Fringe Benefit Allocation:  Total Annual Salary of Position(s) and Fringe Benefit:	Program Cost: School Year: Salary:  Program Cost: Summer: Salary:  Program Cost: Total Salary:  Program Cost: School Year: Fringe Benefits:  Program Cost: Summer: Fringe Benefits  Program Cost: Fringe Benefits Total: 00  Total Program Cost: 00	Funding Request: School Year: Salary: 00  Funding Request: School Year: Fringe Benefits: \$0.00  Funding Request: Summer: Salary: \$0.00  Funding Request: Summer: Fringe Benefits \$0.00  Total Funding Request: Salary: 00  Total Funding Request: Fringe Benefits: 00  Total Funding Request: 00  Total Matching Funds: \$0.00	<b>Salaries</b>  School Year Salary: K-5: \$0.00  School Year Salary: 6-8: \$0.00  School Year Salary: 9-12 (including transitioning youth): \$0.00  School Year Salary: SIY: \$0.00  Summer Salary: K-5: \$0.00  Summer Salary 6-8: \$0.00  Summer Salary 9-12 (including transitioning youth) \$0.00  Summer Salary SIY: \$0.00  <b>Fringe Benefits</b>  School Year Fringe Benefits: K-5: \$0.00  School Year Fringe Benefits: 6-8: \$0.00  School Year Fringe

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
Supervision: <input type="text" value="No"/>				Benefits: 9-12: \$0.00  School Year Fringe Benefits: SIY: \$0.00  Summer Fringe Benefits: K-5: \$0.00  Summer Fringe Benefits: 6-8: \$0.00  Summer Fringe Benefits: 9-12: \$0.00  Summer Fringe Benefits: SIY: \$0.00
Position related to: Lead Agency/Program Budget  Timeframe(s): School Year  Position Title: Grant Administrator  Number of Positions: 1  Position Minimum Qualifications: A high school diploma or General Equivalency Diploma (GED).  Related Program Responsibilities: Performs office duties of a routine nature that may involve a variety of tasks and work methods.  Classification:	Position Annual Salary: 28,000  Total Annual Salary of Position(s): 28,000  Fringe Benefits Allocation %: 15.00  Fringe Benefit justification:  Fringe Benefit Allocation: 4,200  Total Annual Salary of Position(s) and Fringe Benefit: 32,200	Program Cost: School Year: Salary: 23,500  Program Cost: Summer: Salary:  Program Cost: Total Salary: 23,500  Program Cost: School Year: Fringe Benefits: 3,525  Program Cost: Summer: Fringe Benefits  Program Cost: Fringe Benefits Total: 3,525  Total Program Cost: 27,025	Funding Request: School Year: Salary: 23,500  Funding Request: School Year: Fringe Benefits: \$3,525.00  Funding Request: Summer: Salary: \$0.00  Funding Request: Summer: Fringe Benefits \$0.00  Total Funding Request: Salary: 23,500  Total Funding Request: Fringe Benefits: 3,525  Total Funding Request: 27,025  Total Matching Funds: \$0.00	<b>Salaries</b>  School Year Salary: K-5: \$0.00  School Year Salary: 6-8: \$23,500.00  School Year Salary: 9-12 (including transitioning youth): \$0.00  School Year Salary: SIY: \$0.00  Summer Salary: K-5: \$0.00  Summer Salary 6-8: \$0.00  Summer Salary 9-12 (including transitioning youth) \$0.00  Summer Salary SIY: \$0.00  <b>Fringe Benefits</b>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>Part-time/Seasonal</p> <p>In Ratio: No</p> <p>Related Activities:</p> <p>Supervision: <input type="text" value="No"/></p>				<p>School Year Fringe Benefits: K-5: \$0.00</p> <p>School Year Fringe Benefits: 6-8: \$3,525.00</p> <p>School Year Fringe Benefits: 9-12: \$0.00</p> <p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$0.00</p> <p>Summer Fringe Benefits: 6-8: \$0.00</p> <p>Summer Fringe Benefits: 9-12: \$0.00</p> <p>Summer Fringe Benefits: SIY: \$0.00</p>
<p>Position related to:Lead Agency/Program Budget</p> <p>Timeframe(s):School Year</p> <p>Position Title: Special Projects Coordinator</p> <p>Number of Positions: 2</p> <p>Position Minimum Qualifications: Experience in creative technology and development of computer labs. Knowledge of</p>	<p>Position Annual Salary: 44,428</p> <p>Total Annual Salary of Position(s): 88,856</p> <p>Fringe Benefits Allocation %: 30.00</p> <p>Fringe Benefit justification:</p> <p>Fringe Benefit Allocation: 26,657</p> <p>Total Annual Salary of Position(s) and Fringe Benefit: 115,513</p>	<p>Program Cost: School Year: Salary:37,000</p> <p>Program Cost: Summer: Salary:</p> <p>Program Cost: Total Salary:37,000</p> <p>Program Cost: School Year: Fringe Benefits:11,100</p> <p>Program Cost: Summer: Fringe Benefits</p> <p>Program Cost: Fringe Benefits Total: 11,100</p>	<p>Funding Request: School Year: Salary:37,000</p> <p>Funding Request: School Year: Fringe Benefits:\$11,100.00</p> <p>Funding Request: Summer: Salary: \$0.00</p> <p>Funding Request: Summer: Fringe Benefits \$0.00</p> <p>Total Funding Request: Salary: 37,000</p> <p>Total Funding Request: Fringe</p>	<p><b>Salaries</b></p> <p>School Year Salary: K-5:\$0.00</p> <p>School Year Salary: 6-8:\$37,000.00</p> <p>School Year Salary: 9-12 (including transitioning youth):\$0.00</p> <p>School Year Salary: SIY:\$0.00</p> <p>Summer Salary: K-5: \$0.00</p> <p>Summer Salary 6-8: \$0.00</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>Microsoft Office and Adobe Products and other creative technology and open source software. Bachelor Degree preferred.</p> <p>Related Program Responsibilities: Provides direction for the program's STEM Classes. Responsible for TCT paperwork and program protocols with fidelity</p> <p>Classification: <b>Full-time</b></p> <p>In Ratio: Yes</p> <p>Related Activities: Enhance Health and Wellness - Social &amp; emotional learning, Postsecondary Supports - career/vocational exploration/skill building, Postsecondary Supports - entrepreneurship, STEM - technology</p> <p>Supervision: <b>No</b></p>		<p>Total Program Cost: 48,100</p>	<p>Benefits: 11,100</p> <p>Total Funding Request: 48,100</p> <p>Total Matching Funds: \$0.00</p>	<p>Summer Salary 9-12 (including transitioning youth) \$0.00</p> <p>Summer Salary SIY: \$0.00</p> <p><b>Fringe Benefits</b></p> <p>School Year Fringe Benefits: K-5: \$0.00</p> <p>School Year Fringe Benefits: 6-8: \$11,100.00</p> <p>School Year Fringe Benefits: 9-12: \$0.00</p> <p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$0.00</p> <p>Summer Fringe Benefits: 6-8: \$0.00</p> <p>Summer Fringe Benefits: 9-12: \$0.00</p> <p>Summer Fringe Benefits: SIY: \$0.00</p>
<p>Position related to: Lead Agency/Program Budget</p> <p>Timeframe(s): School Year</p> <p>Position Title:</p>	<p>Position Annual Salary: 28,000</p> <p>Total Annual Salary of Position(s): 28,000</p> <p>Fringe Benefits Allocation %: 15.00</p>	<p>Program Cost: School Year: Salary: 23,000</p> <p>Program Cost: Summer: Salary:</p> <p>Program Cost: Total Salary: 23,000</p>	<p>Funding Request: School Year: Salary: 23,000</p> <p>Funding Request: School Year: Fringe Benefits: \$3,450.00</p> <p>Funding Request:</p>	<p><b>Salaries</b></p> <p>School Year Salary: K-5: \$0.00</p> <p>School Year Salary: 6-8: \$11,500.00</p> <p>School Year Salary:</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>Program Assistant</p> <p>Number of Positions: 1</p> <p>Position Minimum Qualifications: A high school diploma or General Equivalency Diploma (GED).</p> <p>Related Program Responsibilities: Performs office duties of a routine nature that may involve a variety of tasks and work methods.</p> <p>Classification: <span style="border: 1px solid black; padding: 2px;">Part-time/Seasonal</span></p> <p>In Ratio: No</p> <p>Related Activities:</p> <p>Supervision: <span style="border: 1px solid black; padding: 2px;">No</span></p>	<p>Fringe Benefit justification:</p> <p>Fringe Benefit Allocation: 4,200</p> <p>Total Annual Salary of Position(s) and Fringe Benefit: 32,200</p>	<p>Program Cost: School Year: Fringe Benefits:3,450</p> <p>Program Cost: Summer: Fringe Benefits</p> <p>Program Cost: Fringe Benefits Total: 3,450</p> <p>Total Program Cost: 26,450</p>	<p>Summer: Salary: \$0.00</p> <p>Funding Request: Summer: Fringe Benefits \$0.00</p> <p>Total Funding Request: Salary: 23,000</p> <p>Total Funding Request: Fringe Benefits:3,450</p> <p>Total Funding Request: 26,450</p> <p>Total Matching Funds:\$0.00</p>	<p>9-12 (including transitioning youth):\$11,500.00</p> <p>School Year Salary: SIY:\$0.00</p> <p>Summer Salary: K-5: \$0.00</p> <p>Summer Salary 6-8: \$0.00</p> <p>Summer Salary 9-12 (including transitioning youth) \$0.00</p> <p>Summer Salary SIY:\$0.00</p> <p><b>Fringe Benefits</b></p> <p>School Year Fringe Benefits: K-5: \$0.00</p> <p>School Year Fringe Benefits: 6-8: \$1,725.00</p> <p>School Year Fringe Benefits: 9-12: \$1,725.00</p> <p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$0.00</p> <p>Summer Fringe Benefits: 6-8: \$0.00</p> <p>Summer Fringe Benefits: 9-12: \$0.00</p> <p>Summer Fringe Benefits: SIY: \$0.00</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>Position related to:Lead Agency/Program Budget</p> <p>Timeframe(s):School Year</p> <p>Position Title: Certified Teacher</p> <p>Number of Positions: 1</p> <p>Position Minimum Qualifications: A Florida teaching certification.</p> <p>Related Program Responsibilities: Ensures delivery of any service requiring a certified teaching staff.</p> <p>Classification: <span style="border: 1px solid black; padding: 2px;">Professional Services</span></p> <p>In Ratio: Yes</p> <p>Related Activities:Differentiated Literacy Instruction (DLI),Homework and academic support</p> <p>Supervision: <span style="border: 1px solid black; padding: 2px;">No</span></p>	<p>Position Annual Salary:</p> <p>Total Annual Salary of Position(s):</p> <p>Fringe Benefits Allocation %:</p> <p>Fringe Benefit justification:</p> <p>Fringe Benefit Allocation:</p> <p>Total Annual Salary of Position(s) and Fringe Benefit:</p>	<p>Program Cost: School Year: Salary:</p> <p>Program Cost: Summer: Salary:</p> <p>Program Cost: Total Salary:</p> <p>Program Cost: School Year: Fringe Benefits:</p> <p>Program Cost: Summer: Fringe Benefits</p> <p>Program Cost: Fringe Benefits Total: 00</p> <p>Total Program Cost: 00</p>	<p>Funding Request: School Year: Salary:00</p> <p>Funding Request: School Year: Fringe Benefits:\$0.00</p> <p>Funding Request: Summer: Salary: \$0.00</p> <p>Funding Request: Summer: Fringe Benefits \$0.00</p> <p>Total Funding Request: Salary: 00</p> <p>Total Funding Request: Fringe Benefits:00</p> <p>Total Funding Request: 00</p> <p>Total Matching Funds:\$0.00</p>	<p><b>Salaries</b></p> <p>School Year Salary: K-5:\$0.00</p> <p>School Year Salary: 6-8:\$0.00</p> <p>School Year Salary: 9-12 (including transitioning youth):\$0.00</p> <p>School Year Salary: SIY:\$0.00</p> <p>Summer Salary: K-5: \$0.00</p> <p>Summer Salary 6-8: \$0.00</p> <p>Summer Salary 9-12 (including transitioning youth) \$0.00</p> <p>Summer Salary SIY:\$0.00</p> <p><b>Fringe Benefits</b></p> <p>School Year Fringe Benefits: K-5: \$0.00</p> <p>School Year Fringe Benefits: 6-8: \$0.00</p> <p>School Year Fringe Benefits: 9-12: \$0.00</p> <p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$0.00</p> <p>Summer Fringe</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
				Benefits: 6-8: \$0.00  Summer Fringe Benefits: 9-12: \$0.00  Summer Fringe Benefits: SIY: \$0.00
Position related to:Lead Agency/Program Budget  Timeframe(s):School Year  Position Title: STEM Instructor  Number of Positions: 1  Position Minimum Qualifications: A high school diploma or General Equivalency Diploma (GED). Three years of work experience with children in the specialized area may substitute for the high school diploma or General Equivalency Diploma (GED).  Related Program Responsibilities: Delivers specialized enrichment activities in a particular subject matter area, but is not a certified teacher.  Classification:	Position Annual Salary:  Total Annual Salary of Position(s):  Fringe Benefits Allocation %:  Fringe Benefit justification:  Fringe Benefit Allocation:  Total Annual Salary of Position(s) and Fringe Benefit:	Program Cost: School Year: Salary:  Program Cost: Summer: Salary:  Program Cost: Total Salary:  Program Cost: School Year: Fringe Benefits:  Program Cost: Summer: Fringe Benefits  Program Cost: Fringe Benefits Total: 00  Total Program Cost: 00	Funding Request: School Year: Salary:00  Funding Request: School Year: Fringe Benefits:\$0.00  Funding Request: Summer: Salary: \$0.00  Funding Request: Summer: Fringe Benefits \$0.00  Total Funding Request: Salary: 00  Total Funding Request: Fringe Benefits:00  Total Funding Request: 00  Total Matching Funds:\$0.00	<b>Salaries</b>  School Year Salary: K-5:\$0.00  School Year Salary: 6-8:\$0.00  School Year Salary: 9-12 (including transitioning youth):\$0.00  School Year Salary: SIY:\$0.00  Summer Salary: K-5: \$0.00  Summer Salary 6-8: \$0.00  Summer Salary 9-12 (including transitioning youth) \$0.00  Summer Salary SIY:\$0.00  <b>Fringe Benefits</b>  School Year Fringe Benefits: K-5: \$0.00  School Year Fringe Benefits: 6-8: \$0.00  School Year Fringe Benefits: 9-12: \$0.00

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
<p>Professional Services</p> <p>In Ratio: Yes</p> <p>Related Activities:STEM - technology</p> <p>Supervision: <input type="text" value="No"/></p>				<p>School Year Fringe Benefits: SIY: \$0.00</p> <p>Summer Fringe Benefits: K-5: \$0.00</p> <p>Summer Fringe Benefits: 6-8: \$0.00</p> <p>Summer Fringe Benefits: 9-12: \$0.00</p> <p>Summer Fringe Benefits: SIY: \$0.00</p>
<p>Position related to:Lead Agency/Program Budget</p> <p>Timeframe(s):School Year</p> <p>Position Title: Art Instructor</p> <p>Number of Positions: 1</p> <p>Position Minimum Qualifications: A high school diploma or General Equivalency Diploma (GED). Three years of work experience with children in the specialized area may substitute for the high school diploma or General Equivalency Diploma (GED).</p> <p>Related Program Responsibilities: Delivers specialized</p>	<p>Position Annual Salary:</p> <p>Total Annual Salary of Position(s):</p> <p>Fringe Benefits Allocation %:</p> <p>Fringe Benefit justification:</p> <p>Fringe Benefit Allocation:</p> <p>Total Annual Salary of Position(s) and Fringe Benefit:</p>	<p>Program Cost: School Year: Salary:</p> <p>Program Cost: Summer: Salary:</p> <p>Program Cost: Total Salary:</p> <p>Program Cost: School Year: Fringe Benefits:</p> <p>Program Cost: Summer: Fringe Benefits</p> <p>Program Cost: Fringe Benefits Total: 00</p> <p>Total Program Cost: 00</p>	<p>Funding Request: School Year: Salary:00</p> <p>Funding Request: School Year: Fringe Benefits:\$0.00</p> <p>Funding Request: Summer: Salary: \$0.00</p> <p>Funding Request: Summer: Fringe Benefits \$0.00</p> <p>Total Funding Request: Salary: 00</p> <p>Total Funding Request: Fringe Benefits:00</p> <p>Total Funding Request: 00</p> <p>Total Matching Funds:\$0.00</p>	<p><b>Salaries</b></p> <p>School Year Salary: K-5:\$0.00</p> <p>School Year Salary: 6-8:\$0.00</p> <p>School Year Salary: 9-12 (including transitioning youth):\$0.00</p> <p>School Year Salary: SIY:\$0.00</p> <p>Summer Salary: K-5: \$0.00</p> <p>Summer Salary 6-8: \$0.00</p> <p>Summer Salary 9-12 (including transitioning youth) \$0.00</p> <p>Summer Salary SIY:\$0.00</p> <p><b>Fringe Benefits</b></p> <p>School Year Fringe</p>

Position: General	Position: Budgetary Information	Program Cost	Funding Request	Funding Request by Grade Level
enrichment activities in a particular subject matter area, but is not a certified teacher.  Classification: <input type="text" value="Professional Services"/>  In Ratio: Yes  Related Activities: Arts and Culture - Dance  Supervision: <input type="text" value="No"/>				Benefits: K-5: \$0.00  School Year Fringe Benefits: 6-8: \$0.00  School Year Fringe Benefits: 9-12: \$0.00  School Year Fringe Benefits: SIY: \$0.00  Summer Fringe Benefits: K-5: \$0.00  Summer Fringe Benefits: 6-8: \$0.00  Summer Fringe Benefits: 9-12: \$0.00  Summer Fringe Benefits: SIY: \$0.00

**Subcontractor Budget Detail**

Complete the Budget- Subcontractors Table Below

The information added here will be used to calculate the subcontractor line item in the Budget-Summary section. If a subcontractor is not listed from the dropdown, return to the Implementation Partners section, and add partner there.

To add a subcontractor budget line item, click on the "New Entry" button and complete required fields. Multiple line items for each subcontractor can be added using the "New Entry."

As a reference, The Children's Trust defines a subcontractor as "an independent agency or entity that has entered into an Agreement with a Trust -funded provider to perform DIRECT SERVICES to participants on behalf of that provider. This excludes individuals rendering professional services, which must be budgeted in the category of Professional Services." For more details refer to the Budget Manual in the resources section.

Enter a justification description including calculation used to determine cost and amount requested. If applicable, identify matching source(s).

Validated	Subcontractor Details	Program Cost	Funding Request Details	Total Funding Request
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### Subcontractor Budget Summary

The table below summarizes information entered in the Subcontract Budget Detail table.

Subcontractor	Total Program Cost	Total Funding Request	Total Match Funds
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### Lead Agency Budget Summary

Complete the Budget Summary Table Below.

Refer to the Budget Manual

([https://www.thechildrenstrust.org/assets/files/providers/forms/financial/Budget\\_Manual\\_FY22-23\\_070522.pdf](https://www.thechildrenstrust.org/assets/files/providers/forms/financial/Budget_Manual_FY22-23_070522.pdf)) for the line items and the related allowable expenses. Salary Summary is populated from data entered in the Staffing Table section for positions. Use the Staffing Table to enter all positions, including those that are part of the Subcontractor budget. Subcontractor is populated from data entered in the Budget – Subcontractors section. For every line item, complete the required fields and enter a justification description including calculation used to determine cost and amount requested. If applicable, identify matching source(s).

Click "New Entry" to add a line item not listed below.

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
	Line Item: Fringe Benefits (Summary)	Program Cost: School Year: \$32,871	Funding Request: School Year K-5: \$14,796.00	Total Funding Request: School Year: \$32,871.00
	Population(s) to be served:	Program Cost: Summer: \$4,827	Funding Request: School Year 6-8: \$16,350.00	Total Funding Request: Request: Summer: \$4,827.00
	Timeframe:	Program Cost: \$37,698	Funding Request: School Year 9-12: \$1,725.00	Total Funding Request: Request Amount: \$37,698.00
	Justification:		Funding Request: School Year SIY: \$0.00	
			Funding Request: Summer K-5: \$4,827.00	
			Funding Request: Summer 6-8: \$0.00	
			Funding Request: Summer 9-12:	

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
			\$\$0.00  Funding Request: Summer SIY: \$\$0.00	
	<p>Line Item: Meals (participants)</p> <p>Population(s) to be served: Elementary School (K-5 grade)^Middle School (6-8 grade)^High School (9-12 grade)</p> <p>Timeframe: School Year^Summer</p> <p>Justification: After-School Snacks (Match: Trust Provider)</p> <p>K-5 = 135 x \$1.00 x 180 days = \$24,300</p> <p>K-5 Full Day = 135 x \$1.00 x 22 days = \$2,970</p> <p>6-12 = 40 x \$1.00 x 180 days = \$7,200</p> <p>Summer Camp</p> <p>K-5 = 135 x \$4.66 x 35 days = \$22,020 (rounded)</p>	<p>Program Cost: School Year: \$34,470</p> <p>Program Cost: Summer: \$22,020</p> <p>Program Cost: \$56,490</p>	<p>Funding Request: School Year K-5: \$\$0.00</p> <p>Funding Request: School Year 6-8: \$\$0.00</p> <p>Funding Request: School Year 9-12: \$\$0.00</p> <p>Funding Request: School Year SIY: \$</p> <p>Funding Request: Summer K-5: \$\$0.00</p> <p>Funding Request: Summer 6-8: \$\$0.00</p> <p>Funding Request: Summer 9-12: \$\$0.00</p> <p>Funding Request: Summer SIY: \$</p>	<p>Total Funding Request: School Year: \$\$0.00</p> <p>Total Funding Request: Summer: \$\$0.00</p> <p>Total Funding Request Amount: \$\$0.00</p>
	<p>Line Item: Professional Services (certified teachers)</p>	<p>Program Cost: School Year: \$42,320</p> <p>Program Cost:</p>	<p>Funding Request: School Year K-5: \$\$36,320.00</p> <p>Funding Request:</p>	<p>Total Funding Request: School Year: \$\$42,320.00</p> <p>Total Funding</p>

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
	<p>Population(s) to be served: Elementary School (K-5 grade)^Middle School (6-8 grade)^High School (9-12 grade)</p> <p>Timeframe: School Year^Summer</p> <p>Justification: K-5 = \$38,880</p> <p>Afterschool 4 teachers x \$40/hr x 6hrs/week x 36 weeks = \$34,560</p> <p>Afterschool Full Days 4 teachers x \$40/hr x 2 hrs x 22 days = \$1,760</p> <p>Summer 4 teachers x \$40/hr x 12 hrs/week x 8 weeks = \$3,840</p> <p>6-12</p> <p>Afterschool \$167/week x 36 weeks = \$6,000</p>	<p>Summer: \$3,840</p> <p>Program Cost: \$46,160</p>	<p>School Year 6-8: \$3,000.00</p> <p>Funding Request: School Year 9-12: \$3,000.00</p> <p>Funding Request: School Year SIY: \$</p> <p>Funding Request: Summer K-5: \$3,840.00</p> <p>Funding Request: Summer 6-8: \$0.00</p> <p>Funding Request: Summer 9-12: \$0.00</p> <p>Funding Request: Summer SIY: \$</p>	<p>Request: Summer: \$3,840.00</p> <p>Total Funding Request Amount: \$46,160.00</p>
	<p>Line Item: Program Specific Audit</p> <p>Population(s) to be served: Elementary School (K-5 grade)^High School (9-12 grade)</p> <p>Timeframe: School Year</p> <p>Justification: Program Specific Audit \$6,000</p>	<p>Program Cost: School Year: \$6,000</p> <p>Program Cost: Summer: \$</p> <p>Program Cost: \$6,000</p>	<p>Funding Request: School Year K-5: \$4,000.00</p> <p>Funding Request: School Year 6-8: \$</p> <p>Funding Request: School Year 9-12: \$2,000.00</p> <p>Funding Request: School Year SIY: \$</p> <p>Funding Request:</p>	<p>Total Funding Request: School Year: \$6,000.00</p> <p>Total Funding Request: Summer: \$</p> <p>Total Funding Request Amount: \$6,000.00</p>

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
			Summer K-5: \$  Funding Request: Summer 6-8: \$  Funding Request: Summer 9-12: \$  Funding Request: Summer SIY: \$	
	Line Item: Professional Services (instructors)  Population(s) to be served: Elementary School (K-5 grade)^Middle School (6-8 grade)^High School (9-12 grade)  Timeframe: School Year^Summer  Justification: K-5  Afterschool Fitness  3 instructors x 2 hrs/day x \$90/hr = \$540/day x 2 days/week x 36 weeks = \$38,880  Augmented Intelligence/STEMS \$25 per student x 135 students x 32 weeks = \$108,000  Summer  3 instructors x 2 hrs/day x \$90/hr = \$540/day x 2 days/week x 8 weeks = \$8,640  6-12	Program Cost: School Year: \$240,720  Program Cost: Summer: \$8,640  Program Cost: \$249,360	Funding Request: School Year K-5: \$146,880.00  Funding Request: School Year 6-8: \$46,920.00  Funding Request: School Year 9-12: \$46,920.00  Funding Request: School Year SIY: \$  Funding Request: Summer K-5: \$8,640.00  Funding Request: Summer 6-8: \$0.00  Funding Request: Summer 9-12: \$0.00  Funding Request: Summer SIY: \$	Total Funding Request: School Year: \$240,720.00  Total Funding Request: Summer: \$8,640.00  Total Funding Request Amount: \$249,360.00

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
	<p>Augmented Intelligence/STEMS \$25 per student x 40 students x 2 days x 34 weeks = \$68,000</p> <p>Dance Instructors \$20.50 per students x 40 students x 12 weeks = \$9,840</p> <p>Digital Art and Entrepreneurship \$8.33/student x 40 students x 12 weeks - \$4,000</p> <p>Financial Literacy,Career, and Life Skills \$12.50/students x 40 students x 24 weeks = \$12,000</p>			
	<p>Line Item: Supplies (program)</p> <p>Population(s) to be served: Elementary School (K-5 grade)^Middle School (6-8 grade)</p> <p>Timeframe: School Year^Summer</p> <p>Justification: Program Supplies = up to 5% of total budget \$28,000</p>	<p>Program Cost: School Year: \$21,000</p> <p>Program Cost: Summer: \$7,000</p> <p>Program Cost: \$28,000</p>	<p>Funding Request: School Year K-5: \$10,500.00</p> <p>Funding Request: School Year 6-8: \$10,500.00</p> <p>Funding Request: School Year 9-12: \$</p> <p>Funding Request: School Year SIY: \$</p> <p>Funding Request: Summer K-5: \$7,000.00</p> <p>Funding Request: Summer 6-8: \$0.00</p> <p>Funding Request: Summer 9-12: \$</p> <p>Funding Request:</p>	<p>Total Funding Request: School Year: \$21,000.00</p> <p>Total Funding Request: Summer: \$7,000.00</p> <p>Total Funding Request Amount: \$28,000.00</p>

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
			Summer SIY: \$	
	<p>Line Item: Supplies (office)</p> <p>Population(s) to be served: Elementary School (K-5 grade)^Middle School (6-8 grade)</p> <p>Timeframe: School Year^Summer</p> <p>Justification: Office Supplies up to 2% of total budget \$11,000</p>	<p>Program Cost: School Year: \$8,250</p> <p>Program Cost: Summer: \$2,750</p> <p>Program Cost: \$11,000</p>	<p>Funding Request: School Year K-5: \$4,125.00</p> <p>Funding Request: School Year 6-8: \$4,125.00</p> <p>Funding Request: School Year 9-12: \$</p> <p>Funding Request: School Year SIY: \$</p> <p>Funding Request: Summer K-5: \$2,750.00</p> <p>Funding Request: Summer 6-8: \$0.00</p> <p>Funding Request: Summer 9-12: \$</p> <p>Funding Request: Summer SIY: \$</p>	<p>Total Funding Request: School Year: \$8,250.00</p> <p>Total Funding Request: Summer: \$2,750.00</p> <p>Total Funding Request Amount: \$11,000.00</p>
	<p>Line Item: Indirect Cost</p> <p>Population(s) to be served: Elementary School (K-5 grade)^Middle School (6-8 grade)</p> <p>Timeframe: School Year^Summer</p> <p>Justification: Up to 10% of program budget is \$55,000</p>	<p>Program Cost: School Year: \$41,250</p> <p>Program Cost: Summer: \$13,750</p> <p>Program Cost: \$55,000</p>	<p>Funding Request: School Year K-5: \$20,625.00</p> <p>Funding Request: School Year 6-8: \$20,625.00</p> <p>Funding Request: School Year 9-12: \$</p> <p>Funding Request: School Year SIY: \$</p> <p>Funding Request: Summer K-5: \$13,750.00</p> <p>Funding Request:</p>	<p>Total Funding Request: School Year: \$41,250.00</p> <p>Total Funding Request: Summer: \$13,750.00</p> <p>Total Funding Request Amount: \$55,000.00</p>

Validated	Budget Details	Program Cost	Funding Request Details	Total Funding Request
			Summer 6-8: \$\$0.00  Funding Request: Summer 9-12: \$  Funding Request: Summer SIY: \$	
	Line Item: Salary Summary  Population(s) to be served:  Timeframe:  Justification:	Program Cost: School Year: \$140,890  Program Cost: Summer: \$18,430  Program Cost: \$159,320	Funding Request: School Year K-5: \$\$57,390.00  Funding Request: School Year 6-8: \$\$72,000.00  Funding Request: School Year 9-12: \$\$11,500.00  Funding Request: School Year SIY: \$\$0.00  Funding Request: Summer K-5: \$\$18,430.00  Funding Request: Summer 6-8: \$\$0.00  Funding Request: Summer 9-12: \$\$0.00  Funding Request: Summer SIY: \$\$0.00	Total Funding Request: School Year: \$\$140,890.00  Total Funding Request: Summer: \$\$18,430.00  Total Funding Request Amount: \$\$159,320.00

**Budget Summary**

The table below summarizes information entered in the Budget Line Item Detail table.

Budget	Total Program Cost	Total Funding Request	Total Match Funds
Lead Agency Budget	\$649,028.00	\$592,538.00	\$56,490.00

## Continuous Learning & Quality Improvement Supports (CLQI)

Instructions: Respond to the following questions regarding the applicant's continuous learning and quality improvement practices. Be sure to include specific examples of activities and practices focused on reflecting on performance data to improve quality.

### **Data Management Practices**

Describe the program's data management practices and include methods/protocols for ensuring data integrity, accuracy and timely reporting. Describe how the applicant will leverage technology to collect and manage data efficiently, including to meet the requirement of reporting attendance daily. (Word Limit: 400)

The Program Manager is responsible for collecting, entering, and maintaining all program data in accordance with The Children's Trust guidelines and time requirements. Student enrollment forms will be entered into the Trust's system within fourteen (14) days of the child's first day of service. The City has found that after the first two weeks, the child has established a routine, and staff can determine the child's likelihood of following the established attendance policy. Once a child is enrolled in the Trust's system, attendance is entered every week. Hard copies of the attendance forms are maintained at each site with the date and time that the time came to the program and left each day, along with the signature of the parent or guardian. The required pre-tests will be completed within the first thirty days of the student's enrollment and entered into the Trust's system within seven (7) days of completion of the test. This same process will be followed during subsequent assessments. Staff members will attend all required training to ensure that assessments are completed correctly. Individual files are maintained for each youth. At a minimum, files include; enrollment forms, school documents (i.e., report cards, IEP assessments, progress reports), program assessments, and case notes documenting family or school contacts. These files are maintained in a locked cabinet. To further ensure the security of the student's information, computers used to document personal information are locked when the staff member is away from the computer, and staff are required to use their individual logins to access the Trust Central or other City technology.

### **Quality Assurance Approaches and Data Reflection**

Describe how applicant uses data to improve program quality and ensure fidelity (i.e. that supports are implemented as intended), including those delivered by staff, subcontractors and professional services partners. (Word Limit: 300)

The Program Manager will ensure that staff remains on track with the data collection schedules and data entry procedures. The Program Manager and Grants Administrator conduct monthly quality assurance reviews to ensure that data is entered accurately and identify potential concerns with outcome measures and student engagement. This includes graduated steps that staff takes to address any concerns. The City also uses the resources available through The Children's Trust, such as the program quality assessment tools and positive youth development surveys.

The City uses the Shewart Cycle or Plan-Do-Check-Act (PDCA) approach to quality assurance and program implementation. During the "planning phase", the City will; review and revise program policies and procedures, train staff to understand the contract requirements, schedule staff for required additional trainings (Trust trainings, DCF training, and evidence-based program trainings), orient students and parents to the program requirements. During the "do phase", staff will implement the program as trained. During the "check" phase, the Program Manager will monitor performance (attendance, implementation of evidence-based programs, staff's ability to demonstrate skills found on program quality monitoring forms provided by the Trust, and student reaction to the program). During the "act" phase, Site Supervisors will review the data for trends and identify what works well and any areas of concern.

The Grants Administrator meets with Program Specialists, Activity Leaders, and Teachers weekly for updates on the performance of the students. Based on feedback from the Activity Leader, children will be linked to needed additional services. This could include; links to social service agencies for basic needs, links to healthcare, and

academic assessment. The City understands that the Trust will require a satisfaction survey. To get the most out of the survey process, the City proposes to conduct satisfaction surveys approximately six months into the school year.

### Program Quality and Fidelity Attachments Upload

If applicable, attach any documents that will be used to track and measure program fidelity and quality improvement.



## Organizational Capacity

### Agency Mission, Leadership and Past Performance

Include the following in your response: (Word Limit:600)

- Brief agency mission statement.
- Describe the agency's capacity, history and past performance providing services like those being proposed.
- Agency leadership background and qualifications, including executive management and board of directors: How many executives and board members lead the agency; what is their role in management and governance decisions as it would relate to the proposed program? Describe leadership representation, knowledge of, and/or experience with the populations/neighborhoods proposed to be served.

The City was funded by The Children's Trust during FY2007-2010 & FY2019-2023 and during this time, the City remained compliant with the Trust contract and understands the rigorous reporting standards and high expectations for quality programming. NMB City Manager, Arthur Sorey III, is responsible for implementing the policies of the City Commissioner by administering the day-to-day operations of the City and delivery of services to the North Miami Beach citizens and business community. Miami Beach operates a full range of municipal services including police, library services, parks and recreation facilities, building and zoning, planning, code enforcement, and public works. Currently, North Miami Beach is managing millions in grant funding. Each year the City conducts an independent financial Audit and has not received a management letter indicating any deficiencies in accounting practices and procedures. This grant request is a collaborative effort between the Parks Department (K-5) and the NMB Library (6-12). Below is a brief history of each of the Department's combined efforts.

NMB Discovery Library, our municipal library is on a mission to "Inspire Lifelong Learning, Advance Knowledge and Create surprising educational opportunities that strengthen and enriches the life of the community through discovery." We accomplish this by providing programs that are proven needs of the community and have quantifiable and qualitative outcomes. A team of Reading and Engagement professionals certified in technology, reading specialists, certified teachers, information science and developmental skills are ready to serve the NMB community 52 hours per week. We are an award-winning library and librarians who are part of National and State Leadership accreditation. We have been nominated for Institute of Museum and Library Services (IMLS) stars and present our innovative and international programs regularly at state and national conferences.

The Library part of the national movement to create Diversity, Equity and Inclusion through classes that fulfill the needs in the areas of Financial Literacy, STEM, Entrepreneurial and Marketing and small business development through its Work-Share Space. Instructing and equipping the community to learn and seek development in highly needed areas of employment that will assist in the representation of all minorities in the marketplace. Our Library provides various opportunities for all. From early literacy to pre-school, to after-school tutoring, a Teen media lab sponsored by A Bright Future Foundation, a Discovery District or D2, an area for after-school and special Teen programming services such as chess, ping-pong, virtual reality, 3D printing, Spanish Classes, and more. The Library also provides various opportunities for families and adults such as Free Citizenship Classes, TPS and Citizenship Applications, English Classes, Career Development, Health, and more.

North Miami Beach's Parks and Recreation Department's mission statement is "We are committed to providing excellent customer service, improving the quality of life, and making a positive difference for all who live, work and play in our vibrant and diverse community." The Department's primary services include the year-round operation of all City parks, community centers, pools, athletic fields, Gwen Margolis Amphitheater, and the Julius Littman Performing Arts Theater. The Department's core recreation programs include after school programs, summer camp programs, athletics and events.

North Miami Beach is honored to have earned the 2017 Playful City USA designation for making it easy for all kids to get balanced and active play in their neighborhoods and for pledging to integrate play as a solution to the challenges facing their communities. The members of the current team have a combined 50 years of experience operating youth programs, including various programs funded by The Children's Trust.

### Supporting Documents

Please select "Choose File" to attach files related to:

- Documents that demonstrate a history of successful past performance of similar activities or services to those being proposed with similar populations/neighborhoods
- List of current board members (including name, professional or community affiliation, number of years on the board, other relevant background)

 [North Miami Beach Youth Presentation.pptx](#)

 [North Miami Beach Elected Officials.pdf](#)

### Organizational Capacity (New Applicants Only)

Instructions: The following table is only applicable to applicants that are considered new to the initiative. For applicants new to the initiative, complete the table below to demonstrate prior or currently funded experience delivering similar youth development services.

Source of Funding	Funding Amount and Details	Description of Funding
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### Application Review Process

#### Authorized Official First Name

Arthur

#### Authorized Official Last Name

Sorey, III

#### Authorized Official Title

City Manager

#### Internal Grant Writing Support

Does applicant agency have dedicated staffing position(s) to support grant writing, fundraising and/or other resource development?

No

#### External Grant Writing Support

Did applicant agency utilize external grant writing support in the preparation of this application?

Yes, utilized paid consultation for grant writing the current application

**Consultant Name (first and last):**

Please provide the name and contact information for the grant writing consultant.

LaKeesha Morris-Moreau

**Consultant Company (if applicable):**

BellTower Consulting Group

**Consultant Email**

lakeesha@belltowergroup.org

**Conflict of Interest**

Does anyone on the board of directors or staff of the applicant agency have a conflict of interest with The Children's Trust's Board of Directors or staff?

0

**Conflict of Interest Details****Unpaid Taxes**

Does the applicant owe any money to the Internal Revenue Service (IRS) or other taxing authority (e.g., Florida Department of Revenue) for unpaid, past due, payroll or other taxes?

0

**Unpaid Taxes Details****Pending Investigations**

Is applicant under investigation by the Office of the Inspector General or any other federal, state or local authorities?

0

**Pending Investigation Details**

Please explain the nature of the investigation.

**Application Certification**

I do hereby certify to the following statements.

- All work contained within this application is the unique and original product of the agency I represent and has not been plagiarized or duplicated in any way from another's work. All facts, figures and representations made in this application and supporting documents are true and correct.
- I have reviewed and understood all general grant-related information on The Children's Trust Grants dropdown menu at [www.TheChildrensTrust.org/Content/Grants](http://www.TheChildrensTrust.org/Content/Grants), inclusive of eligible applicants, general programmatic funding requirements, core contract and requirements, legal requirements, and competitive procurement appeals process.
- All applicable statutes, regulations and procedures for program compliance and fiscal control, including but not limited to those contained in the application and contract, will be implemented to ensure proper accountability of funds. I certify that the funds requested in this application will not duplicate or replace funds that would otherwise be used for the purposes set forth in this proposal, and that the funds requested are a true estimate of the amount needed to operate the proposed program.
- I have been duly authorized to act as the representative of the agency in connection with filing this application. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.
- This bid process is subject to the Cone of Silence and Florida's conflict of interest laws (§112.311, et. seg). I further state that to the best of my knowledge, submission of this proposal is in compliance with the state and county conflict of interest laws.

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