

5.1 Project Abstract or Summary (Fixed Requirement)

ASPIRA of Florida is continuing its 21st Century Community Learning Centers (CCLC) Program, the Youth Sanctuary Program (YSP), at ASPIRA Arts DECO and expanding the program to two (2) sites, ASPIRA Raul Arnaldo Martinez Charter School (RAM) and ASPIRA Leadership & College Preparatory Academy (LCPA). ASPIRA will serve 220 undereducated, middle school youth for the afterschool program, 75 for Saturday Academy and 155 underserved participants for the summer program. The program will include an academic component for tutoring in reading, language arts, math and science to assist students in their educational development; and offer personal enrichment activities, such as etiquette classes, sports, photography, writing club and chess to name a few to engage student's interests. Collaboration with families is essential to our students' success as ASPIRA will have family activities to ensure that the mission of the program is in direct alignment with families. Our goal is to provide an afterschool program during the school calendar year, 11-week Saturday Academy and 6-week Summer Camp program that present young people with an unmatched arena for academic, social, emotional and physical development.

5.2 Needs Assessment (7 points)

All three ASPIRA of Florida's sites, Arts DECO, LCPA and RAM are also our target schools because they not only meet the requirements to be a CCLC site, each school is located within a socio-economic disadvantaged community; a Title I School; 98% of the student body at each school is minority based; and 97% of all students come from economically disadvantaged backgrounds.

The demographic of the participants at each target school are between the ages of 11 years old to 15 years of age, in the 6th, 7th and 8th grade, and the target population includes: 54% - Latino, 25% - African-American, 19% - Haitian and 2% - Other. According to *City-data.com* (2014), each site is within communities that boost high levels of poverty,

unemployment, low educational attainment and sizeable crime rates which hinder our youth from academic and personal growth. The participants we serve live 51.7% below the poverty level; 27.5% higher than the state average; the unemployment rate with all communities combined is 12.3%; double the state average; and 22% of adults in these communities have less than a high school degree compared to 13.2% across the entire state. These attributing factors hinder students from progressing within their community as well as in school.

It is vital that ASPIRA maintain its programming at Arts DECO and expand its programming to ASPIRA LCPA and RAM due to incoming 6th graders not being academically prepared for the rigors of middle school and offering more avenues for 7th and 8th graders to succeed. For example, 40 out of 68 incoming 6th grade classes at ASPIRA LCPA received a Level 1 on statewide assessments and ten (10) failed in English/Language Arts or Math based on current baseline assessments. At ASPIRA RAM, roughly 270 students school-wide have received a Level 1 on statewide assessments and although they enrolled in intensive remediation courses, small group instruction and tutoring to target specific areas of deficiency through Saturday Academy; providing after school tutoring will assist with their improvement and/or understanding of the course material.

According to the study, *America After 3 PM*, done by the Afterschool Alliance (2014) more than 11.3 children are left unsupervised between 3 pm to 6 pm which is the peak time for kids to commit crime or become victims of crime. All students attending ASPIRA Arts DECO, LCPA and RAM live in very high crime areas; the crime rate within their communities stands at 11%, which is 48% higher than the state of Florida (www.neighborhoodscout.com, 2015). Every \$1 invested in afterschool programming saves \$9 by reducing crime and welfare costs, improves school performance and increases our students earning potential. ASPIRA of Florida would rather put forth the effort to make this a highly-qualified and engaging program, so students are no moving in the wrong direction in life.

ASPIRA of Florida believes that all children deserve to have an equal opportunity to garner success. Through our established relationships with St. Michael's, near Arts DECO and Holy Family, near RAM, ASPIRA would welcome students who also fall into the same spectrum as our participants but are often times overlooked. It is our goal to ensure we continue to build a relationship and communicate effectively with St. Michael's and Holy Family and promote our organizational services so our entire community thrives. While surrounding community centers offer afterschool programming, some charge, some limit the age group to elementary and some centers require students to be referred. ASPIRA makes certain no child is left behind by offering this program for free as it is vital to their overall development.

Based on research done by Afterschool Alliance, Florida went from being ranked #9 in 2009 to #3 in 2014 in the US in afterschool programming. This jump is due to strong afterschool participation numbers, above-average hours children spend in afterschool programs, and a below average rate of children alone and unsupervised after school. ASPIRA is a part of this jump as we address certain needs of the community, such as providing a snack to students as 98% of all participants are on free/reduced lunch, offering a safe environment in communities of high crime and giving them additional resources to succeed academically.

ASPIRA will continue to offer a free Youth Sanctuary Program to those students that are in most need of additional afterschool services. It is our priority to put ALL students in the position to do well and it is imperative ASPIRA of Florida exhaust every avenue for the Youth Sanctuary Program to be successful.

5.3. a Program Evaluation Plan

ASPIRA of Florida has an established relationship with Dr. Billie F. Birnie of Birnie and Associates, who has been evaluating ASPIRA of Florida's 21st CCLC Youth Sanctuary Program for the past five (5) years and presented professional development seminars for ASPIRA teachers prior to becoming our evaluator. With her depth of understanding of the 21st CCLC

project, Dr. Birnie supports the continuation of the program at Arts DECO as well as the expansion of the program to RAM and LCPA.

Dr. Birnie's extensive professional background includes a Ph.D. in education with an emphasis on teaching and learning and has been conducting evaluations for more than 20 years, serving K-12 schools, colleges, universities, and nonprofit agencies. She taught program evaluation to personnel in schools and nonprofit agencies and has been an invited presenter at the national conference of the American Education Research Association. Dr. Birnie is among the Pre-Approved Program Evaluation Consultants for Miami-Dade County Public Schools and an active member of the American Evaluation Association. One of her responsibilities is data collection (grades, test scores, attendance and demographic data, surveys) which she will be in continual communication via email and telephone with program staff regarding such data. There will be periodic site visits by an evaluator to observe program implementation and evidence of attention to recommendations made in evaluations; written reports, both formative and summative, as required by the funding agency.

The evaluation of activities will be coordinated through communication with program staff and the objectives will continue to reflect the overall goals of the program. By evaluating the degree to which those objectives are achieved, stakeholders can determine progress toward achieving the goals and the viability of the goals themselves. The goal is to ensure ASPIRA continue to achieve a means to improve the program and secondarily, to inform the funding agency and program stakeholders of progress toward attaining the objectives. Also, to inform other interested parties of the progress of the after-school program. Dr. Birni will continue to disseminate the formative and summative evaluation reports to members of the program staff, organization and FDOE. Finally, results will be made public via ASPIRA's website to demonstrate the overall success of the program.

5.3. b Measurable Objectives and Assessments

Use web based system or other system instructed by 21st CCLC REU Admin Team

5.4 Applicant's Experience and Capacity

The agency's prior experience is demonstrated through its educational presence and programming approach to youth development and is based on its 35-year track record of providing these services to youth and families. More importantly, we have had the 21st CCLC project at ASPIRA Arts DECO for the past five (5) years and have a sound academic and programming component that has proven results showcasing overall improvement in student's academic progress and in behavior toward school.

In ASPIRA of Florida's Summarative Assessment completed in August 2015, the Youth Sanctuary set extremely high goals and aimed for 80% of students to excel in reading, mathematics, and science by either maintaining an A or B or by improving academic performance by one grade. While ASPIRA did not quite achieve this objective, our students made vast improvements as 74% of the students improved in reading; 66% improved in mathematics; and 59% improved in science. This progress is a stepping stone in achieving success because it affirms that participants are willing to put forth the effort in the afterschool component to make gains in the classroom.

A testament to participant improvement in core subjects is the attendance level in the afterschool program, Saturday Academy and during summer camp. Students have benefitted from and enjoyed all three components of the program, as indicated by (1) their almost perfect attendance: 99% in summer camp, 97% in the after-school program, and 98% in the Saturday program, (2) by site visits, which confirmed consistently engaging activities conducted by a caring, competent staff, and (3) by a survey of teachers, who reported improvement on 12 aspects of schooling by every student served.

Additionally, ASPIRA saw an improvement in behavior as well, which is significant in student academic gains. Goals for student behavior were again set very high at 80% for students to maintain satisfactory conduct grades of A, B, or C or improve their conduct grade and to remain referral free; 74% attained the desired grades and 89% had no referrals. By having an established program already in place at Arts DECO and seeing improvements in grades, attendance and behavior; expansion at RAM and LCPA is the next valid step. More importantly, implementation would be a seamless task and require less time at LCPA and RAM due to the experienced and dedicated professionals who already understand the steps of incorporating the 21st CCLC program. Aldo Garcia, Program Director and Ema Miralio, Site Coordinator at Arts DECO have more than five (5) years of experience with the 21st CCLC program and more than 10 years in youth programming at ASPIRA.

Furthermore, for the past 17 years, these institutions have gained the credibility to deliver services to youth and their parents, ensuring greater educational opportunities for minority students. Each charter school has yielded success thanks to our underlying mission of valuing the needs of every learner, providing holistic individualized instruction, and actively incorporating the families and community in the educational process. ASPIRA Arts DECO, RAM and LCPA maintain very high attendance rates, strong parental involvement and provide a high-quality academic curriculum which is visible at ASPIRA LCPA as it has maintained a B or higher since it opened.

Additionally, ASPIRA's programming component has afforded the organization the opportunity to serve more than 96,000 students and families for the past 35 years. Through the Positive Youth Leadership Development Model school-based ASPIRA Leadership Clubs, students learn the "ASPIRA Process" of *Awareness*, *Analysis*, and *Action*. The program provides leadership training, cultural enrichment activities, social skills building (including drug

and violence prevention), and community action projects that teach students how to live positive lifestyles and develop their abilities to become effective leaders of their communities.

Through the Leadership Club structure, students have an opportunity to express their views and appreciate the opinions of their peers. Additionally, each club plans and implements at least one community service project that allows the members to give back to their community. The Youth Leadership Development Program not only provides the aforementioned services, but also prepares students for future success in pursuing a post-secondary education through consistently high graduation rates, with 98% of our participating seniors graduating from high school.

With 35 years of service dedicated to Miami-Dade, our organization has established systems and procedures in place to ensure program success, from implementation, recruitment plan, hiring procedures, and strict budget guidelines to adhere to. With an experienced Vice President of Operations at the helm of this program, Aymet Chaples has more than 25 years in afterschool programming at ASPIRA. Her experience assists more than 1,500 students annually in Miami-Dade alone and her commitment to this program has afforded ASPIRA to now expand the program. ASPIRA's finance department headed by the Director of Finance, Arlene Rodriguez has more than 20 years of experience in accounting and makes certain the organization is utilizing its program dollars efficiently. Ms. Rodriguez employs a sophisticated accounting procedure that measures and tracks all contributions provided by various programming partners is recorded in our financial ledgers.

ASPIRA of Florida has the capacity to manage the program including compliance with federal, state and local laws and regulations because we have done so for the past 35 years with other funding organizations, such as The Children's Trust and the United Way.

5.5. Partnerships, Collaboration & Sustainability

5.5. a Community Notice

ASPIRA of Florida will disseminate information about the ASPIRA 21st Community Learning Centers for its three locations to each community in a manner that is understandable and accessible in the following ways: flyers will be distributed in the surrounding neighborhoods, parent meetings will take place, and updates will be presented at monthly community meetings, and at the ASPIRA Board of Directors. Each local parochial school, St. Michael's (Arts DECO) and Holy Family (RAM) will allow ASPIRA Youth Sanctuary representatives to present a fifteen (15) minute presentation at their parent orientation at the beginning of the school year and have leave behinds, such as program flyers. A special emphasis will be placed on disseminating information on the ASPIRA website and in the ASPIRA newsletter, where we will dedicate specific sections to inform the community and stakeholders of the program's evaluations, practices, and successes. In addition to supplying this information on a consistent basis, our Communications Department will keep an up-to-date list of contacts to maintain an open flow of communication through mailings, phone calls, and electronic media.

5.5b Partnerships

The partnerships that ASPIRA of Florida has established for the Youth Sanctuary include: Comcast, Sprint, Hispanicize, United Way, CHISPA, Murals for Morale and the Art Experience to name a few. These partnerships provide our agency with a more robust experience for participating students. An illustration with our partnerships is visible through our five-year collaboration with United Way, who has funded an 11-week Saturday Academy at ASPIRA RAM. Through this partnership, we have assisted more than 300 students who were below grade with additional tutoring to help them improve in various subjects, including math and reading/language arts.

Being a part of Miami-Dade for 35 years, we have established relationships with Bank of America, Western Union, Comcast, Wells Fargo/Wachovia, and AT&T who are extremely familiar with the success of our program operations and are purposefully recruited because of their work in these various fields and their penchant for charitable giving or identifying of resources.

It is company's such as Comcast that have greatly contributed to making the Youth Sanctuary Program more effective and robust as Comcast has donated 25 computers and assisted in building a new media center for the students at ASPIRA RAM. By helping ASPIRA with its technology component, participants in next year's Youth Sanctuary Program will be able to work on projects that are in direct relation to the afterschool program. Additionally, The Art Experience is collaborating with the Youth Sanctuary Program by introducing students to high level journalists, bloggers, social media experts through the HISPANICIZE conference. This conference allows students to interact with professionals who also are multicultural and understand the difficult path it takes to succeed.

Murals for Morale is an afterschool program that teams muralists and students together to work on large-scale art projects that are engaging, allow for whole class involvement, and blend science, math, and art concepts. Murals are, by its very nature, a cooperative project, lead teachers and muralist have structured the activity to ensure participation and success.

Sprint is a new partnership who is working alongside ASPIRA in the Youth Sanctuary team as we are collaborating on Mobile Mentoring program in which volunteers, from around the country, mentor students via text, call and face-time students about everyday life and how to navigate their current academic career. These partnerships are critical to the program as they incorporate real life experiences to the academic environment and present students with a greater understanding of academic success.

These are just some of the partnerships ASPIRA has built in order for the Youth Sanctuary Program to be successful. As we continue to evaluate the program, there have already been discussions with the National Society of Black Engineers to bring the NSB Jr. Program to ASPIRA RAM to assist with a STEM component for the onset of the 2016-2017 Youth Sanctuary Program.

5.5c Collaborations with the Regular School Day

Each principal from Arts DECO, LCPA and RAM will be included in the development of objectives and activities and thoroughly discuss the evaluation of the program, thus setting realistic objectives and activities for the upcoming school year. After fall and winter testing has commenced, the administration and Youth Sanctuary staff regroup to discuss the findings and make the necessary adjustments to the program. Throughout the school year, the Youth Sanctuary team sits in on all administration and staff bi-weekly meetings to become more informed about subject content, teacher concerns and school wide matters to continuously develop the program and ensure needs are being met. Additionally, staff will meet with teachers one-on-one to discuss student behavior or issues to make certain consequences are being upheld and positive reinforcement is being given. It is imperative that administration, teachers, school staff and Youth Sanctuary staff communicate at all times to achieve all desired outcomes for the students and program.

5.5. d Sustainability

ASPIRA continues to strengthen the relationship between Arts DECO, LCPA and RAM and the FLDOE 21st CCLC Youth Sanctuary Program. Whereas ASPIRA has made some progress in building financial partnerships, Title I funding through Arts DECO Charter School, RAM and LCPA will help support the Saturday Academy by covering costs associated with Lead Teacher and Instructor salaries and with the cost of Saturday transportation. Furthermore,

ASPIRA has a grant writer, with more than 15 years of experience who has funding opportunities in the pipeline to support the program year three through five.

In our strategy to leverage additional funding, ASPIRA has built a case for organization-wide impact of 21st CCLC programming since Arts DECO Charter School moved from a 7-period day to an 8-period day. The same strategy will take place this coming school year at RAM and LCPA as they too will move to an 8-period day to fully integrate the 21st CCLC program within each school, as ALL students will engage in Project-Based Learning activities.

21st CCLC Awarded Funds: ASPIRA is requesting funding of the established amount, \$499,000. ASPIRA of Florida, Inc is in its 35rd year of service in South Florida with outreach centers in Miami-Dade, Broward and Palm Beach counties and ASPIRA manages an annual budget of \$13M. ASPIRA's finance department is led by a director of finance and senior accountant and the president and CEO has a Master's in Business Administration. ASPIRA completes an audit annually, conducted by an Independent Auditor and ASPIRA has a history of fiscal responsibility. The awarded funds will be spent to support 21st CCLC programming as recommended in the budget approved by the FLDOE. They will not be used to supplant, supplant federal, state, local or non-federal funds.

5.6 Program Plan

Each ASPIRA school: Arts DECO, LCPA and RAM is located within socio-economic disadvantaged communities, each school is a Title I School, 98% of the student body at each school is minority based and 97% of all students come from economically disadvantaged backgrounds (www.fldoe.org). The demographic of the participants at each site/target school are between the ages of 11 years old to 15 years of age, in the 6th, 7th and 8th grade, and the target population includes: 54% - Latino, 25% - African-American, 19% - Haitian and 2% - Other.

We will target students that are performing at a level 1, in Bilingual Programs for English Language Learners and/or demonstrate significant social, cultural or physical needs. One school currently has 59 out of their 600 total students in the Bilingual Program, 10% of their total student population.ⁱ ASPIRA will also target all students and their families who show the greatest amount of financial need. Also, this current school year, 98% of all students in the ASPIRA LCPA are classified as eligible to receive free or reduced lunch.ⁱⁱ 98% of all students in the ASPIRA RAM and Arts DECO are also eligible for free and reduced lunch. Furthermore, 87% of the students and their families in the three schools reported income levels below \$25,000 for the current school year.ⁱⁱⁱ We propose to target that student's whose families fall within the lowest income brackets, including those who rely heavily or completely on Public Assistance. Currently, one in three or 33% of the families of students attending the targeted charter schools earn less than \$12,500 per year.^{iv}

5.6. b Recruitment and Retention

At the beginning of the school year, the Youth Sanctuary team will recruit students by presenting an informative presentation describing the entire program. The staff will discuss tutoring programs and highlight enrichment opportunities that allow students to have fun as well as find an activity that suits their hobbies and peaks their own personal interests. The Youth Sanctuary Program Staff will aggressively engage parents/guardians and family members to develop trust and rapport, and also to increase attendance at workshops. Through personal connections to program staff, staff is optimistic about parents becoming more committed. To ensure that program staff is developing optimal partnerships with parents, all staff will have extensive training in Cultural Competence and Communication as a part of their professional development. Cultural Competence training will be comprehensive to include ethnicity/race, language, religion, age, socioeconomic status, sexual orientation and disability status. Staff will also be trained in sensitivity through professional communication training. The Youth Sanctuary

Program has had no challenges recruiting students or maintaining retention of students in the program.

5.6. c Student Program Activities

Program Services

The Youth Sanctuary Program is composed of an After School Program, with extended programming: 11-week academic preparatory Saturday Academy at ASPIRA Arts DECO, a 6-week Summer Camp and Family Services. ASPIRA RAM and LCPA will use funding from different sources to assist with their Saturday Academy. Youth Sanctuary Program activities include: Reading, Math and Science Project-Based Learning, Homework Assistance, Personal Enrichment activities, Mentoring, Social Skill and Leadership-Building activities and Student-Parent Engagement activities.

Project-Based Learning

This past year, Project-Based Learning became a school-wide initiative, which was a success in terms of engaging the students. In true partnership with the Youth Sanctuary Program, all students of ASPIRA Arts DECO, RAM and LCPA, in addition to regularly participating students, will engage in at least 60 minutes of Project-Based learning every day. One of the initiatives that the Youth Sanctuary Program put forth this year had the 7-period school day become an 8-period school day that began at 3:00pm was very successful. During this extra period, Project-Based Learning kicked-off the after-school program activities, which that held from 3-6pm, Monday-Friday.

Each Project-Based Learning activity incorporates concepts from Math, Science and Reading/Writing to assist students in better understanding the academic applications to everyday experiences. Lesson plan topics reflect the academic and personal enrichment objectives of the Youth Sanctuary programming. Over the past five years, ASPIRA has grown in delivering Project-Based Learning activities. Examples of successful lessons include: 1)

“Building the Future,” where students are challenged to construct a future city. From exploring the scientific method to architectural styles, students were challenged to comprehend and apply scientific, mathematical and language arts principles; 2) “Living Legacies,” a 9-week long project that required students to interview family members in order to capture family history. Students produced a newsletter to document historical findings; 3) “Teens against Violence,” where students explored the impact of media influence. Students were challenged to create informational brochures to discourage teen violence. In the coming program-year, Project-Based Learning will also incorporate math and science concepts to better understanding basic principles of Nutrition and Fitness.

After School

Operates Monday-Friday (3hrs/day), from 3pm-6pm. **Hour 1:** Project-Based Learning. **Hour 2:** During this time, students receive a snack and are engaged in at least 30 minutes of homework assistance and academic support. **Hour 3:** Students choose their Personal Enrichment activities (Math Club, Reading Club, Writing Club, Athletics, Band, Chess Club, Dance and Life Skills Learning). These activities are designed to speak to the passions of each student. Emphasis is placed on fun and nontraditional learning experiences, as well as health and fitness activities. Research continues to demonstrate the benefits of regular exercise upon one’s physical health, as well as one’s emotional and academic health, among juvenile populations. All regularly participating students will participate in at least one Athletic Club during after-school and summer programming. The ASPIRA Youth Sanctuary Program provides the following athletic opportunities: Basketball, Cheerleading, Dance, Football, Soccer and Volleyball.

Saturday Academy:

Operates from 8:30am-12pm (3.5hrs/day), 11 Saturdays prior to the start of standardized testing (Spring 2017). After students sign-in (8:30am) and receive a snack, students will be engaged in Project-Based Learning in Math, Science and Reading (9am-12pm).

Summer Camp

Operates from 9am-3pm (6hrs/day), Monday-Friday. Summer Camp is an extension of After School programming and activities. During summer camp, students will receive Project-Based Instruction in Math, Science and Reading, 45 minutes each subject, everyday. In addition, students will engage in Personal Enrichment activities, Recreational activities and Educational field trips. During Summer Camp, the Athletics, Fitness & Nutrition components of programming are emphasized. Students participate in nontraditional sports, for example: Wacky Olympics, Treasure Hunt, Watermelon Derby, Fear Factor and sports tournaments.

“A Day in the Life” of a student in the Youth Sanctuary Program will begin at the start of 8th period, where he/she will attend tutoring sessions that are PBL based, emphasizing STEM and assist in closing the achievement gap between a student and core subject content. This portion of the program lasts fifty minutes and complemented core subjects as students will be less apprehensive to seek help on homework and advice on how to navigate through reading, math and science.

After tutoring end, students will receive an approved after school snack from the National School Lunch Program and be able to retreat before enrichment activities began. Once break ends, students will attend their respective enrichment activities that include an array of activities in which students would take an active role. An example of one of the enrichment programs is learning how to navigate through social media in a positive manner, respecting oneself and conflict resolution in the Etiquette Program. Twenty young women and men learn how the

proper protocol on how to use social media platforms, when to use them and the warning signs of cyberbullying.

These enrichment activities will last almost 2 hours and then at 5:50 PM, students will get ready for dismissal to go home. Each year, programs are improved upon to continually engage students and encourage them to achieve academic goals.

5.6d Adult Member Program Activities

The Youth Sanctuary Program will offer two (2) family workshops after the afterschool program is over at 6 pm to allow for more parents to come to student events. The Youth Sanctuary Program has had great success at starting events after programming ends, parents have been more willing to participate and more parents attend and take an active role due to this approach. The purpose of Family Services is to assist parents in developing literacy and academic skills that will foster a learning environment within the home. These workshops have given ASPIRA staff the opportunity to forge partnerships between parents, students, teachers and the school. Through education families will mobilize to become effective advocates and supports for their children's academic success.

These services are critical to the academic health of each student as educational standards are rising for students; parents are growing more overwhelmed and intimidated by school processes and systems. Poor and underrepresented parents/guardians tend not to understand how to help their children be academically successful; more so than wealthier families that are well integrated within their communities. Through this program, ASPIRA has been able to better inform parents of the multiple community resources to enrich their student's education. Family Services workshops will continue to meet a need among the most academically vulnerable families in this community as ASPIRA works hard to bridge that gap. Workshop topics may include: Orientation to 21st CCLC Programming and Navigating School

Resources because these activities speak to the tremendous level of poverty, low education, and other factors that create barriers to academic success.

Family Workshops are an opportunity for Youth Sanctuary staff to model the skill of celebrating student achievement and its importance. During these celebrations, certificates and other means of student recognition may be awarded. Through these recognitions, parents are connected to opportunities for bonding and demonstrate/experience pride in their children as these opportunities reinforce education as a valuable component of family life.

5.6 e Staffing Plan Professional Development

Recruitment of Staff

ASPIRA will recruit Youth Sanctuary Program staff that are deeply rooted within each community surrounding Arts DECO, LCPA and RAM; neighborhoods that represent the majority of regularly participating students. As the goal is to fully integrate the 21st CCLC within the school, it is necessary for staff to understand and successfully navigate the culture of the school and students and families ASPIRA serves through the Youth Sanctuary Program.

To ensure the quality of hired staff, all candidates must be drug-free and able to pass a Level II background screening. The Program Director will have experienced coordinating 21st CCLC with success and possess a college degree. Teachers (program staff) must have experience providing academic enrichment to high-risk, underrepresented and undereducated students, with a track record of success. The Lead Teacher will be certified across all core subjects, including Math, science and Reading. All Direct Service staff members include the youth advisor and all youth workers, who must have experience working with this unique population of students and must have a Bachelor's Degree, or at minimum, be enrolled in a post-secondary program.

All Direct Service staff will be trained in the ASPIRA Model for Positive Youth Leadership Development. ASPIRA's mission is to develop better educated, more community conscious and

committed youth. This goal is realized through the A³ ASPIRA Process. This principle states that youth must become **Aware** of self and barriers to success; they must use critical thinking to **Analyze** these findings; and they must develop a plan of **Action** that benefits themselves and their community. ASPIRA promotes Education, Leadership and Community Service; foundations of all ASPIRA programs.

Program Structure

The 21st CCLC ASPIRA Youth Sanctuary Program is overseen by a program director, a FT employee who is responsible for total the execution of 21st CCLC including programming programmatic and fiscal functions of the program and reports directly to Aymet Chaples, the Vice President & COO of ASPIRA. The Program Director manages 3 site coordinators, PT staff; 3 lead teachers, instructors, 3 lead youth worker, various youth workers and 1 data entry specialist. All program staff reports to the program director and also take operational instructions from a Lead staff member.

Recruitment & Hiring

ASPIRA strives to hire staff that is culturally representative of program clients and will recruit staff that is deeply rooted in the Wynwood, Leisure City and North Miami communities, where the majority of regularly participating students reside. ASPIRA is an Equal Employment Opportunity Employer and advertises available positions on Indeed.com. Quality candidates are screened and interviewed through ASPIRA's Human Resources Department and upon hire, candidates are required to submit to urinalysis drug screening.

Candidates must also pass a Level II background screening, including fingerprint screenings through the Florida Department of Law Enforcement and the Federal Bureau of Investigations. By policy, candidates cannot report for work until all screenings are received by ASPIRA. Upon the receipt of unfavorable results, candidates are denied employment. Individuals with criminal records involving moral turpitude shall not be employed in any position

requiring direct contact with students. Volunteers will be recruited to sit on the Advisory Board. Efforts will obtain stakeholders, including student and parent representatives.

Program Director

Responsible for the implementation, supervision, and development of all program goals and objectives. At minimum, the director will possess a Bachelor's degree and 10 years experience working with prevention programming.

Program Site Coordinator (s)

Site coordinators will supervise the program and ensure all the goals and objectives are being maintained throughout the duration of the program. At minimum, the site coordinators will possess a Bachelor's degree and 5 years experience working with prevention programming.

Lead Teachers:

Each Lead Teacher provides leadership and supervision to instructors that will provide direct services in teaching regularly participating students, and is responsible for developing all Project-Based Learning lesson plans. The Lead Teacher holds a valid FLDOE license, and is certified to teach Math, Science and Reading. Under the supervision of the Lead Teacher, the Instructors provide direct services in delivering Project-Based Learning lesson plans, across core subjects, to regularly participating students. Instructors must possess a Bachelor's degree at minimum.

Youth Leaders/Workers

Each Lead Youth Worker is responsible for coordinating all Personal Enrichment and recreational/leisure activities, and provides leadership and support to Youth Workers. Will have Bachelor's degree at minimum and experience working with high-risk students. Youth Workers provide direct services to regularly participating students in the areas of Personal Enrichment and recreational/leisure activities. They help to maintain a student/staff ratio of 20:1. At minimum, Youth Workers are completing a post-secondary educational program.

Data Entry Specialist

The Data Entry Specialist provides assistance to the Program Director in coordinating data collection and processing efforts. At minimum, the data entry specialist has a Bachelor's degree, excellent computer skills and prior experience.

5.6. f Program Center(s)

The Youth Sanctuary Program will continue to take place at the existing school, ASPIRA Arts DECO but in a brand new school facility, and also take place at LCPA and RAM. The new facility at Arts DECO will offer a media center; brand new classrooms; new furniture; the hallway walls will have digital screens that will display various educational elements; there are discussions that the lobby will work with local museums to add cultural aspect features appealing to the students and the surrounding community. On the second floor, there is going to be an outdoor space where the idea is to have a wall garden and environmental components to add to STEM. The new school is already adding an element of excitement and it will instill pride into students and those attending the program. Additionally, the Youth Sanctuary Program will continue to utilize the park located directly across from the school for sporting activities and other student events.

RAM will have a brand new school garden donated through Comcast Day of Service on April 30 of this year and has a brand new media center and school lobby Museum. LCPA has an established school garden in which students are currently growing plants to assist NASA in the Fairfield Challenge in collaboration with the Fairfield Botanical Gardens. ASPIRA Arts DECO, LCPA and RAM are all centrally located their respective communities and within walking distance to those that are close proximity to each school. ASPIRA ensures that all students utilize transportation services to guarantee student safety.

Parents can access each facility by coming through the front entrance of each school as it is imperative that student safety is not compromised. All parents must greet our security team and go to the reception area in order to address any of their child's needs. It is crucial that students are in protective care at all times when on school premises and it is the utmost importance that administration, teachers parents, students and all visitors understand the magnitude of this topic.

5.6. g Safety and Student Safety

Supervision is of the utmost importance for The Youth Sanctuary Program and all those working at Arts DECO, LCPA and RAM including but not limited to the administration, teachers, school staff, security and Youth Sanctuary staff will take an active role in supervising all students that participate in the afterschool program. **On Site Safety:** Each school operates under closed campus procedures designed to contain outsider traffic and control interior movement. All parents or adult visitors enter through a single controlled doorway that is supervised by a Security specialist. Proper photo identification is required and reviewed and an ID badge is issued.

All visitors are accompanied by a staff person throughout the visit and must return the ID badge upon exit. All school volunteers at each site must be screened in accordance with the Jennifer Lunsford Act and other Federal, State and local requirements. Student attendance is taken at the first bell and student movement is restricted throughout the day. All students are required to display an ID badge and must have a hall pass to travel within each school. Students leaving each school before the end of the school day must be signed out by a preauthorized individual whose signature and ID are compared to the preauthorized signature card on file.

Off Site Safety

Students are only allowed to attend authorized off-site activities, which must be approved by parents/guardians and school officials. These off-site activities are properly chaperoned, with appropriate adult to student ratios, and with travel on authorized transportation modes. Proper field trip permission forms, with verified parent signatures, are required for any participant. Chaperones and Security specialists ensure that all students are picked up upon return and that no student is left alone at the school waiting. Common color T-shirts are worn by participants for easy off-site identification and consistent student counts to ensure there are no missing students.

Safe Transportation Needs

All students will be transported home and to off-site activities via authorized, pre-approved school bus transportation.

5.6.h. Dissemination Plan

The program will disseminate information about the program to the community in various ways, including: organization website, flyers, newsletters and other forms. The plan is appropriate because it is understood that some community members, due to economic hardship may not have access to digital apparatuses and will receive hard copies of information through various formats. The staff wants to ensure that information is sent out at the highest capacity level and at the most fundamental level, so that all members are duly informed.

The Youth Sanctuary staff along with the IT staff of ASPIRA will make collaborate together to guarantee that all required information will be posted. The Youth Sanctuary Supervisor will ensure that the 21st website is up to date and in compliance and Ema Milario, teacher for the Youth Sanctuary Program inputs all information.

ⁱ **Source:** ASPIRA of Florida, Inc. Program Component: Recruitment and Services Survey – www.aspirafll.org

Date of source collection: 2014-2015

ⁱⁱ **Source:** Florida Department of Education, School Indicators Report – www.fldoe.org

Date of source collection: 2014-2015

ⁱⁱⁱ **Source:** ASPIRA of Florida, Inc. Program Component: Recruitment and Services Survey – www.aspirafll.org

Date of source collection: 2014-2015

^{iv} **Source:** ASPIRA of Florida, Inc. Program Component: Recruitment and Services Survey – www.aspirafll.org

Date of source collection: 2014-2015