

# Memorandum



**Date:** November 28, 2022

**To:** Honorable Chairman Oliver G. Gilbert, III  
and Members, Board of County Commissioners

Agenda Item No. 2(B)(11)  
January 17, 2023

**From:** Daniella Levine Cava  
Mayor

A handwritten signature in blue ink that reads "Daniella Levine Cava".

**Subject:** Report on the Annual Review, Audit and Analysis of the Use of Funds Received  
From the Sale of the Naming Rights and Associated Sponsorship Rights to the  
FTX Arena - Directive 211363

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## Executive Summary

This report is provided pursuant to Resolution No. R-665-21 sponsored by Senator Rene Garcia, and adopted by the Board of County Commissioners ("Board") on July 8, 2021, which directed the Mayor or Mayor's designee to annually review, audit, analyze, and report to the Board on the use of funds disbursed in the prior year from the Anti-Gun Violence and Prosperity Initiatives Trust Fund ("Trust"). The aim of this report is to evaluate the impact of the programming funded under the Peace & Prosperity Plan ("Plan") to combat gun violence and provide opportunities for economic prosperity throughout Miami-Dade County.

The Peace and Prosperity Plan for FY 2020-21 and FY 2021-22 ("Years 1 & 2 Plan"), approved unanimously by the Board on June 8, 2021, through Resolution No. R -577-21, was crafted in a climate of great urgency to address one of our County's most pressing crises – a persistent gun violence epidemic exacerbated by the economic and social impacts of the COVID-19 pandemic.

The Peace & Prosperity Plan includes an independent evaluation. While the Plan must be reviewed and adopted by the Board every fiscal year, for the sole purpose of the Year 1 independent evaluation (the "evaluation") of the Plan's programs and access to sufficient data, Year 1 is defined as June 8, 2021 to December 31, 2021. The evaluation (Attachment A) of the Plan includes a review of the Miami-Dade Police Department ("MDPD") led supplemental initiatives, Operation Summer Heat and Operation Community Shield, and the Miami-Dade County Parks, Recreation and Open Spaces ("PROS") Fit2Lead Summer Fellowship and Afterschool Enrichment and Internship Programs. The evaluation looks at several indicators including reduction in gun-related homicides, reduction in shootings, and recidivism rates among participants of the Plan's various programs.

The key findings of the evaluation show that from the onset, that the County is on the right path in addressing the root causes of gun violence via a two-pronged approach that is community-centered and enhances law enforcement efforts. The evaluation also provides recommendations that will help guide future investments in programs, initiatives, and tools to curtail violence, specifically gun violence, in our county.

This report highlights the review, audit, and analysis of the funds allocated in FY 2020-21 for programming and provides highlights of the evaluation.

### **Audit and Analysis of Allocated Funds**

Revenues deposited in the Trust are used to fund initiatives, programs, activities, and organizations that will combat violence, including addressing at-risk youth, and provide opportunities for economic prosperity throughout Miami-Dade County. The total amount approved per R-238-21 is \$135,000,000 over a 19-year term. The payment schedule for FTX's payments to the County over the 19-year term of the Naming Rights Agreement, averages \$7.1 million per year. The \$7.1 includes the gross payment.

Of the \$135,000,000, \$89,737,000 is designated for anti-violence and prosperity initiatives/programs which averages to \$4.723 million annually. Of the \$89,737,000, \$62,815,900 (or 70%) is managed by my Administration. This averages to \$3.306 million annually. The remaining \$26,921,100 (30%), is allocated by the 13 Commission Offices as discretionary funding.

To date, the County has received a total of \$19,500,000 in Naming Rights revenue of which \$9,983,000 has been deposited into the Trust. Of the \$9,983,000 \$5,713,174 has been expended on Peace & Prosperity Plan programs administered by MDPD, PROS, and the Office of Neighborhood Safety ("ONS"). Expenditures in Year 1 of the Plan totaled \$1,444,045. These expenditures were included in the County's annual audit with no findings. Expenditures include \$30,000 for youth and mentoring program, \$614,045 for Fit2Lead and \$800,000 for the Summer Youth Internship Program. Due to the timing of FY 2021-22 expenditures, which ended on September 30, 2022, the annual audit, as required by R 665-21, will be performed and the results will be reported during FY 2022-23.

Attachment B highlights Trust funds that were allocated and expended from the administration's 70% allocation along with the District 5 Commission Office allocation and other supplemental funding during FY 2020-21 and FY 2021-22 through September 30, 2022. Across the Plan's first two program years, inclusive of supplemental funding such as Community Development Block Grant funding, \$11,751,780 have been expended of which \$5,713,174 are funds from the Trust.

While the Trust allocation for Years 1 and 2 of the Plan (70 percent of the full allocation plus the District 5 allocation) totaled \$7,218,100, only \$1,268,277 in new Trust fund dollars are allocated to the Administration for the Year 3 Peace & Prosperity Plan ("Year 3 Plan"). Using data from MDPD and the Miami-Dade County Medical Examiner's Office, and incorporating lessons learned, lived experience, and community input, the Year 3 Plan was crafted with a continued focus on prevention and intervention. The Year 3 Plan was unanimously adopted by the Board on July 8, 2022, and is valued at \$3,643,277 which includes \$1.2 million in Trust carryover funds from FY2021-22 that was strategically planned due to limited revenue expected during the third year of the naming rights deal to maintain service levels for various youth initiatives.

### **Independent Evaluation**

The independent evaluation yielded the following key findings:

- *The Year 1 implementation of the Peace & Prosperity Plan was associated with observed reductions in both shootings in unincorporated Miami-Dade County and gun-related homicides countywide inclusive of municipalities.*

- *Operation Summer Heat and Operation Community Shield showed significant effects on shootings indicating that the start of the operations was associated with a decline in shootings - a 41.76% decrease in the number of shootings in Unincorporated Miami-Dade County during the 30 weeks following the roll-out of Operation Summer Heat compared to the 30 weeks prior to the start of the initiative.*
- *The number of gun-related homicides in Miami-Dade County, including its municipalities, for the June 2021 through December 2021 period was lower than the previous five months of 2021 as well as the same monthly time period in the year 2020. Moreover, the start of Operation Summer Heat was associated with a significant decrease in homicides in the seven-month follow-up period.*
- *The data showed that Fit2Lead program participants reported a high level of satisfaction with the internship experience and the quality of the program. Specifically, participants reported the internship experience to be relevant to their career goals. Among the various parts of the Fit2Lead program, respondents indicated that “working with children” was their favorite part of their job, followed by getting “experience for resume” and “working with children their age.”*

The evaluator(s) also included the following nine recommendations:

- 1) The County should include a targeted investment in the evaluation process to identify barriers to data collection and analysis in a timely fashion as well as to provide valuable information for the implementation of services and programs.
- 2) The County should develop a centralized database and standardized data sharing system that will provide a comprehensive look at gun violence countywide, including the municipalities.
- 3) Future evaluation efforts should include data collected with the expanded Fit2Lead questionnaire to better assess the impact of the internship program on the youth’s social-emotional skills, prosocial behaviors, and developmental assets needed for non-violent life.
- 4) The Juvenile Services Department assessment and linkage to services data should be included in future evaluations of Fit2Lead.
- 5) The Office of the Mayor and the Board of County Commissioners should equip the Office of Neighborhood Safety with human resources and expertise to provide on-the-ground technical assistance to the recipients of the Safe in the 305 grant awards to generate the appropriate data needed to evaluate their performance.
- 6) The evaluation team should be an integral part of the *Public Safety Toolkit* effort.
- 7) To measure the impact of Project Green Light Miami-Dade, communities, neighborhoods, and businesses participating in program should be matched and compared to other areas not participating in the program. The intervention and non-intervention areas will then be compared for crimes, arrests, number of 911 calls, and revenue impact due to the virtual and random in-person patrolling.
- 8) Future Peace & Prosperity Plans should also include a focus on (1) substance abuse beyond the effects of substance abuse treatment and on (2) other forms of violence known to be associated with unsafe and toxic living conditions such intimate partner violence, bullying, and child abuse.

- 9) The evaluation team should work with the Office of Neighborhood Safety (“ONS”) to guide the identification of metrics and outcomes for future evaluations.

Under the leadership of ONS, a division in the Community Action and Human Services Department (“CAHSD”), a review of the recommendations is underway. and some are in the process of being implemented.

Additionally, the Summer Youth Internship Program (“SYIP”) was expanded under the Peace and Prosperity Plan with 500 additional slots added to the 2021 summer program. In total 2,338 youth were enrolled of which 99% (2,321) successfully completed the program.

End of year surveys yielded that 97% of youth were satisfied with the program and 99% of employers were satisfied with youth interns. SYIP was not included in the Year 1 independent evaluation; however, full Summer 2021 end of year report is included as Attachment C.

Several other programs were implemented outside of the evaluation period that will be included in the next independent evaluation including MDPD’s Turn Around Police Academy, MDPD’s Youth Athletic and Mentoring Initiative, and the ONS Safe in the 305 Community Grant Program.

### **Conclusion**

Gun violence has devastating impact on our community, children, and families. We did not get here overnight, and we know that there is no magic solution – but implementing sustainable solutions at the community level is key. Demonstrating the impact of this work through a prevention lens remains a priority for my Administration. Quantifying the impact of negative outcomes prevented – the retaliatory shooting that did not occur, the funeral that did not happen, the long-term trauma that is not inflicted – is not an easy task. Miami-Dade County continues to lead these efforts, in partnership with our community stakeholders, to positively impact the lives of our residents through programs and services that are equitable, accessible, and rooted in best practices and ongoing evaluation

If you have any questions or concerns, please feel free to contact Sonia Grice, Director, CAHSD, at 786-469-4600.

Per Ordinance No. 14-65, this report will be placed on the next available Board meeting agenda.

- c:     Geri Bonzon-Keenan, County Attorney  
       Gerald Sanchez, First Assistant County Attorney  
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       Office of the Mayor, Senior Staff  
       Sonia Grice, Director, Community Action and Human Services Department  
       David Clodfelter, Director, Office of Management and Budget  
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       Yinka Majekodunmi, Commission Auditor  
       Basia Pruna, Director, Clerk of the Board  
       Eugene Love, Agenda Coordinator, Office of the Agenda Coordination



# Attachment A

November 2022

## Initial Review of the Impact of Parts of the Miami-Dade County Peace & Prosperity Plan: Independent Year 1 Evaluation Report

Submitted to Miami-Dade County Office of Neighborhood Safety and FTX Philanthropy, Inc.

By The Melissa Institute for Violence Prevention & Treatment<sup>1</sup>

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<sup>1</sup> TMI's evaluation team: Alexis A. Piquero, Ph.D., Professor & Chair, Department of Sociology & Criminology, University of Miami and Etiony Aldarondo, Ph.D., Executive Director, The Melissa Institute for Violence Prevention & Treatment, 1507 Levante Avenue, Coral Gables, FL 33186 ([www.melissainstitute.org](http://www.melissainstitute.org)).

On August 15, 2022, Dr. Piquero was sworn in as Director of the Bureau of Justice Statistics within the Department of Justice Office of Justice Programs. He is currently on leave from The University of Miami and The Melissa Institute's Scientific Board.

Recommended citation: The Melissa Institute for Violence Prevention & Treatment Evaluation Team (2022). *Initial Review of the Impact of Parts of the Miami-Dade County Peace & Prosperity Plan: Independent Year 1 Evaluation Report*. Miami, FL: The Melissa Institute for Violence Prevention & Treatment.

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## EXECUTIVE SUMMARY

In June 2021, Miami-Dade County Mayor Daniella Levine Cava's Administration launched the Peace & Prosperity Plan (the "Plan"), an anti-gun violence and prosperity initiative developed in response to Resolution No. R-238-21 and unanimously approved in Resolution No. R-577-21 by the Miami-Dade Board of County Commissioners. The Plan was developed with input by Commissioners, staff, local community leaders, and national experts. The Plan leverages evidence-based and best practice-driven programs to address known causes of gun violence and poverty. It does so through a strategic prevention, intervention, and reentry approach that looks at the whole child, family, and community, with a focus on the neighborhoods most affected, and addresses the social and economic disparities at the root of gun violence.<sup>2</sup>

The Year 1 Peace & Prosperity Plan included an independent evaluation of (1) reduction in gun homicides<sup>3</sup> (2) reductions in shootings, and (3) recidivism rates among participants of the Plan's various programs. The Plan recognizes that evaluations of programmatic efforts and public policies are essential not only to determine their effectiveness with the desired outcome (i.e., reduction in homicides), but also for identifying if they do not work. Accordingly, the Plan is to be reviewed annually and modified based on total allocated funding, community needs, and impact.

The Year 1 evaluation was financially supported by FTX Philanthropy, Inc. ("FTX Foundation"). The agreement between the FTX Foundation and The Melissa Institute for Violence Prevention & Treatment ("TMI") to conduct an independent Year 1 evaluation of Miami-Dade County's Peace & Prosperity Plan was executed on July 20, 2022.

This report includes analysis for the Year 1 evaluation of the Plan. It is important to note that the Plan years are aligned with Miami-Dade County's fiscal years (October 1 to September 30), not calendar years. For that reason, the Year 1 evaluation is limited to interventions that took place during fiscal year 2020-2021 (June 8, 2021 to September 30, 2021) and the first quarter of the fiscal year 2021-22 (October 1, 2021 to December 31, 2021), a timeframe that was extended to ensure that data for additional months could be incorporated into the evaluation.

Accordingly, the Year 1 evaluation covers three principal programmatic strategies that were in place from the outset of the passage of the Plan on June 8, 2021 through December 31, 2021. This initial data set creates an important first look at the initial roll-out of key aspects of the Plan and supplemental initiative(s). Lessons learned from the initial roll out of the Plan through the end of 2021 will help the County moving forward with both its programming and evaluation processes.

## KEY FINDINGS

The Year 1 implementation of the Peace & Prosperity Plan was associated with observed reductions in both shootings and homicides. Specifically, both Operation Summer Heat and Operation Community Shield showed significant effects on shootings, indicating that the start of the operations was associated with a decline in shootings—a 41.76% decrease in the number of shootings in Unincorporated Miami-Dade County during the 30 weeks following the roll-out of

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<sup>2</sup> Peace & Prosperity Plan available at <https://www.miamidade.gov/global/government/mayor/peace-and-prosperity/home.pag>.

<sup>3</sup> Homicides as referenced throughout this document are gunshot wound related homicides, not homicides in general and homicides countywide including municipalities.

Operation Summer Heat compared to the 30 weeks prior to the start of the initiative. The number of homicides across Miami-Dade County, including municipalities, from June 2021 through December 2021 was lower than the previous five months of 2021 as well as the same monthly time period in the year 2020. Moreover, the start of Operation Summer Heat was associated with a significant decrease in homicides in the seven-month follow-up period.

The fact that both shootings and homicides declined soon after various components of the Plan were put into effect is convincing that the implementation of the Plan was associated with the observed reductions, although from an analytical perspective we are prevented from stating that the implementation of the Plan caused the observed reductions.

Concerning the impact of Fit2Lead, the data showed that program participants reported a high level of satisfaction with the internship experience and the quality of the program. Specifically, participants reported the internship experience to be relevant to their career goals and to have had a positive supervisory experience, while expressing the desire to return to the program the following summer. Among the various parts of the Fit2Lead program, respondents indicated that “working with children” was their favorite part of their job, followed by getting “experience for resume” and “working with children their age.”

## INTRODUCTION AND BACKGROUND INFORMATION

The Peace & Prosperity Plan is an anti-gun violence and economic prosperity initiative to combine research-based knowledge and best practices to address known causes of gun violence and poverty. The Plan aims to address the social and economic disparities at the root of gun violence and takes a strategic prevention, intervention, and reentry approach to promote the safety and well-being of children, families, and communities, with a focus on the most affected neighborhoods.

The Plan is anchored in \$90 million in funding over 19 years available through an agreement with West Realm Shires Services, Inc dba FTX.US (“FTX”) for the sale of the naming rights of the County-owned arena. As noted in the Plan official document: “The Plan encompasses a short- and long-term strategy, including programs to have immediate impact on high-risk youth; an independent evaluation to ensure that the most effective efforts guide future investments; and leveraging outside resources to expand the impact of the FTX dollars by addressing the causes and symptoms of violence and poverty.”

The Plan focuses on five key impact areas:

- Prevention: job creation, internships and apprenticeships, support for families, counseling and enrichment programs, and one-stop, comprehensive neighborhood service centers
- Intervention: alternative programs including education, training, redirection, treatment, and intervention practices such as stemming retaliatory shootings, making inroads in the community to prevent new shootings, ceasefires, mediation, and conflict resolution
- Reentry: programs for returning citizens that are focused on job training, placement, supportive housing, rights restoration, and counseling

- Community revitalization: investing in chronically underserved communities and addressing neighborhood blight through remediation, beautification, and the acceleration of critical public works improvements
- Economic investment: small business development, job creation, community wealth building, and access to housing that is affordable and attainable

## CONTEXT OF THE INDEPENDENT EVALUATION

The Year 1 Plan asked for an independent evaluation of (1) reduction in homicides, (2) reductions in shootings, and (3) recidivism rates among participants of the Plan’s various programs. The Plan recognizes that evaluations of programmatic efforts and public policies are essential not only to determine their effectiveness with the desired outcome (i.e., reduction in homicides), but also for identifying if they do not work. Accordingly, the Plan is to be reviewed annually and modified based on total allocated funding, community needs, and impact.

The scope of the Year 1 evaluation was developed over a period of six months by the leadership in Miami-Dade County including the Office of Neighborhood Safety (ONS), and Dr. Alexis Piquero and Dr. Etiony Aldarondo of The Melissa Institute for Violence Prevention & Treatment (TMI). Preliminary discussions began in mid-November 2021 followed by biweekly meetings with ONS and County stakeholders starting in March 2022. During this time, efforts were made to situate relevant homicide by a firearm and shooting data as well as data from key programs in Year 1 of the Plan. The final scope of work was confirmed on June 16, 2022.

The Year 1 evaluation was financially supported by the FTX Foundation. The agreement between the FTX Foundation and TMI to conduct an independent Year 1 evaluation of Miami-Dade County’s Peace & Prosperity Plan was executed on July 20, 2022.

## OVERVIEW OF THE YEAR 1 EVALUATION

Public safety was deemed a priority from the start for Mayor Daniella Levine Cava’s administration and reaffirmed by the survey results of close to 27,000 residents that anchored Thrive 305, the largest civic engagement effort in County history. The Peace & Prosperity Plan was formulated following a sharp increase in violence, especially shootings and homicides that occurred in the middle of Winter and Spring in 2021. After an almost 20-year period of declining crime and violence both nationwide and locally in Miami-Dade County, 2020 and 2021 saw significant spikes in community gun violence that have been linked to the COVID-19 pandemic (Rosenfeld and Lopez, 2021; Piquero, 2021). Within this context, Mayor Daniella Levine Cava, in consultation with Commissioners, staff, local community leaders, and national experts, put together a forward-thinking plan that became the Peace & Prosperity Plan, a multiyear, multimillion-dollar effort aimed to address underlying causes of gun violence and poverty, thus improving the quality of life for Miami-Dade County residents.

At the outset, a significant aspect of the Plan’s efforts involved engaging the Miami-Dade Police Department (“MDPD”), who outlined an initiative originally known as Operation Summer Heat on June 3, 2021 that was focused on targeted hot spots and violent offenders as part of an effort to get guns off the street and violence reigned in. Operation Summer Heat, though led by MDPD,

also engaged other police agencies throughout the area, including the City of Miami, Miami Gardens, and Miami Beach police departments. The effort eventually morphed into Operation Community Shield in early October 2021. These supplemental initiatives are included in the independent evaluation due to their alignment with the Plan.

Separately, the Plan's flagship program, Fit2Lead, was an initiative of the Miami-Dade County Parks, Recreation and Open Spaces (PROS). This long-standing, evidence-based program engages young people during the summer (and then throughout the school year) in paid internship opportunities and an array of activities that seek to improve emotional control, social skills, and reduce the likelihood of antisocial behavior.

This document includes analyses for the Year 1 evaluation of the Plan. As previously mentioned, it is important to note that the Plan years are aligned with fiscal years, not calendar or programmatic years. For that reason, the Year 1 evaluation is limited to interventions that took place during a portion of fiscal year 2020-21 (June 8, 2021 to September 30, 2021) and for the first quarter of fiscal year 2021-22 (October 1 to December 31), a timeframe that was extended to ensure that data for additional months could be incorporated into the evaluation.

Accordingly, the Year 1 evaluation covers three principal programmatic strategies that were in place from the outset of the passage of the Plan from June 8, 2021 through December 31, 2021. While this is not one full year in the traditional sense and the information available for this report covers a short time period, it does permit an initial review of key aspects of the Plan's strategy. Lessons learned from the initial roll out of the Plan through the end of 2021 will be of help as the County continues moving forward with both its programming and evaluation processes.

## EVALUATION PART I: THE IMPACT OF OPERATION SUMMER HEAT AND OPERATION COMMUNITY SHIELD ON MIAMI-DADE SHOOTINGS

This part of the evaluation focuses on the impact of both MDPD interventions that were rolled out in the Summer and Fall of 2021, respectively: Operation Summer Heat and Operation Community Shield.<sup>4</sup> Anytime there is an intervention of some sort, or a policy change, a common approach is to perform an interrupted or intervention-based time series analysis— better referred to as ARIMA (Auto-Regressive Integrated Moving Average) with specifications corresponding to three specific parameters: p (the number of autoregressive terms), d (number of non-seasonal differences needed for stationarity), and q (number of lagged forecast errors in the predicted equation).<sup>5</sup> In this case, these analyses involve shootings collected by the MDPD, before and after a policy intervention is introduced.

To examine the impact of these policy initiatives, or what are referred to as intervention points, we need to have a substantial period of time before the intervention to capture a baseline of the behavior being modeled. For present purposes, MDPD provided shooting data per week starting

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<sup>4</sup> As previously indicated, in Fall 2021 Operation Summer Heat morphed into Operation Community Shield. However, for the purposes of the Year 1 evaluation, they must be treated as two initiatives with discrete intervention points.

<sup>5</sup> The ARIMA model (an acronym for Auto-Regressive Integrated Moving Average), essentially creates a linear equation which describes and forecasts your time series data, essentially creates a linear equation which describes and forecasts your time series data.

in January 2020 through the end of December 2021. Recall that Operation Summer Heat went into effect in early June 2021 (June 10 for modeling purposes) while Operation Community Shield began in October 2021 (October 15 for modeling purposes).<sup>6</sup>

To be as authoritative as possible, the analyses are presented using both raw counts as well as a smoothing procedure (using the Hodrick-Prescott high-pass filter) to separate the shooting time series into trend and cyclical components and smooth out spikes in the data series. All models include controls for months and years. All analyses were performed in STATA 16.1.

## RESULTS PART I

### Highlights

- Both Operation Summer Heat and Operation Community Shield showed significant effects on shootings indicating that the start of the operations were associated with a decline in shootings.
- There was a 41.76% decrease in the number of shootings in Unincorporated Miami-Dade County during the 30 weeks following the roll-out of Operation Summer Heat compared to the 30 weeks prior to the start of the policy.

### Data & Methods

Figure 1 presents the shootings in Unincorporated Miami-Dade County over the period of time under investigation (January 2020 through December 2021) along with two vertical lines depicting the two interventions. As can be seen, prior to Operation Summer Heat there were a high number of shootings, and with each intervention—but especially with Operation Summer Heat—the number of shootings appears to drop. This visual evidence is suggestive but not confirmatory of an intervention effect, which can only be determined via the results of a statistical analysis, (i.e., the ARIMA model procedure described above).

Table 1 presents the substantive results from the ARIMA regression model. As can be seen, regardless of whether the time series was modeled using raw counts or the smoothed trend (shown in Figure 2), the substantive result is the same: the coefficients for both Operation Summer Heat and Operation Community Shield exhibited negative and significant effects on shootings, indicating that the start of Operation Summer Heat – and its morphing into Operation Community Shield – was associated with a decline in shootings, even after controlling for the

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<sup>6</sup> For analytical reasons, it is important to note that there are several different ways that time series data can be modeled. As a result, several preliminary steps need to be taken to examine the data, whether it is stationary (or not), and so forth. These types of decisions, in turn, are directly put into the model specification. Important as well, as is the case in these and most other types of statistical analyses, a few different models may be specified and provide relevant output and estimation. For background purposes, a number of diagnostic tests and alternative model specifications, assessing for autocorrelation (including the number of lags) as well as moving averages were undertaken, and the best fitting model was an ARIMA (1,0,0), which corresponds to first order autoregressive model in which the series is stationary and autocorrelated (predicted as a multiple of its own previous value). As noted, a series of preliminary analyses were conducted to investigate aspects of the ARIMA parameterization.

These results indicated that the data were stationary (via the Dickey Fuller Test as well as a correlogram) and that an AR(1) model is potentially indicated via the partial autocorrelation test which showed a single spike at the first lag with the ACF indicating a tapering pattern.

autoregressive component as well as the month and year control parameters.

When comparing the two parameter estimates, it is important to note that the effect of Operation Summer Heat on shootings was larger (stronger) than what it was for the Operation Community Shield coefficient. This is likely the case for at least two reasons: (1) shootings were quite high just prior to the implementation of Operation Summer Heat and (2) the trend in shootings was already declining prior to the initiation of Operation Community Shield and there were not many observations (units of time available for analysis) for the post-Operation Community Shield intervention where shootings were continuing to decline.<sup>7</sup>

As a final way to ease interpretation, one could also calculate the percentage change in the number of shootings before the MDPD's policy initiative, starting with Operation Summer Heat in June 2021, to the number of shootings after the initiative. Because there were 30 weeks of observation starting with the implementation of Operation Summer Heat through the end of 2021, one needs to take the same number of observation time periods prior to the onset of Operation Summer Heat to arrive at an equal time period for which to compare the changes in shootings. Thus, the post-Operation Summer Heat period is from June 10, 2021 through December 31, 2021, for which MDPD reported 311 shootings. This is compared to the 30 weeks prior to the implementation of Operation Summer Heat (November 12, 2020 through June 9, 2021), for which MDPD reported 534 shootings. Calculating the percent-change<sup>8</sup> between the number of pre and post shootings, there was a 41.76% decrease in the number of shootings in the 30 weeks following the roll-out of Operation Summer Heat compared to the 30 weeks prior to the start of the initiative.

## EVALUATION PART II: THE IMPACT OF OPERATION SUMMER HEAT AND OPERATION COMMUNITY SHIELD ON MIAMI-DADE GUN-RELATED HOMICIDES

In the next section of this report, we examine the changes in gun-related homicides beginning from January 2020 through December 2021, with a focus on the intervention period of June 2021 through December 2021, that coincides with the MDPD roll-out of Operation Summer Heat in early June 2021 that then transitioned to Operation Community Shield in October 2021. Please note that in this report we look only at gun-related homicides or homicides by a firearm. Other forms of homicides such as vehicular are not included in these numbers.

### RESULTS PART II

#### Highlights

- The number of homicides across Miami-Dade County, including municipalities from June 2021 through December 2021 was lower than the previous five months of 2021 as well as the same monthly time period in the year 2020.

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<sup>7</sup> To be sure, any time series intervention-based analysis is limited by the variables available and other things that were going on that were not measured could have had an effect on the shooting patterns, but the results here are quite convincing and in line with traditional time series approaches.

<sup>8</sup> The percent-change is calculated by  $(V2 - V1) / V1 * 100$ , where V2 is the number of Post-Operation Summer Heat shootings and V1 is the number of Pre-Operation Summer Heat shootings. More specifically,  $((311 - 534)/534)*100$ .



- The start of Operation Summer Heat was associated with a significant decrease in homicides in the seven-month follow-up period.
- Although from an analytical perspective we cannot say that Operation Summer Heat and Operation Community Shield led to the observed reduction in homicides, the fact that both shootings and homicides declined soon after their implementation is convincing that these interventions were associated with this reduction.

#### Data & Methods

Figure 3 displays the trend in homicides from June 2021 through December 2021 across Miami-Dade County including municipalities. It is worth noting that, like much of the United States, 2020 was a very violent year, especially in the period following the pandemic. Miami-Dade County was not spared the increase in homicides during this period. For example, between January and May of 2020, Miami-Dade experienced 80 homicides, which was followed by another 146 in the period from June through December of 2020. Then, in the beginning of 2021, from January through May, the County had 108 homicides, but from June through December 2021, there were 82 homicides. Thus, the June through December 2021 period was lower than the previous five months of 2021 as well as the same monthly time period in the prior year (2020).<sup>9</sup> Importantly, according to MDPD data the same trend was observed in Unincorporated Miami-Dade County, which experienced 44 homicides between January and May of 2020, followed by 69 homicides from June through December of 2020, 50 homicides from January through May of 2021, and 43 homicides from June through December 2021.

The drop off seen in Figure 3 is merely descriptive, so we must turn our attention to an intervention time series analysis. After a series of preliminary modeling analyses, including tests for autocorrelation, heteroskedasticity, and moving averages, two models were estimated: (1) an ARIMA (0,0,0) and (2) an ARIMA (1,0,0). To be sure, this was conservative insofar as there was not strong evidence of autocorrelation in these data. Nevertheless, both ARIMA models were estimated, and the results were not substantively different regarding the association between the intervention and homicides. As well, models with and without controls for time (each month) did not alter the substantive conclusion regarding the association between the intervention and homicides. Therefore, the results are presented for an ARIMA (0,0,0) without the time control shown. These results may be found in Table 1.

In short, the ARIMA results indicate that Operation Summer Heat, marked as occurring in June 2021, was associated with a significant decrease in homicides in the seven-month follow-up period. It is cautionary to note, of course, that this result implies an association between the intervention and homicides, and not definitive evidence of a singular cause of the decrease because of other competing interventions. Thus, although from an analytical perspective we cannot say that the MDPD efforts led to the observed reduction in homicides, the fact that both

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<sup>9</sup>Time series analysis (TSA) is a specific way of analyzing a sequence of data points collected over an interval of time. In TSA, analysts record data points at consistent intervals over a set period of time rather than just recording the data points intermittently or randomly. TSA typically requires a large number of data points to ensure consistency and reliability. It also ensures that any trends or patterns discovered are not outliers and can account for seasonal variance.

shootings and homicides declined soon after Operation Summer Heat (and then Operation Community Shield) was implemented is convincing that the MDPD efforts were associated with this reduction.

## EVALUATION PART III: FIT2LEAD SUMMER FELLOWSHIP AND AFTERSCHOOL ENRICHMENT AND INTERNSHIP PROGRAM

This part of the evaluation focuses on the Miami-Dade County Parks, Recreation and Open Spaces Fit2Lead program, the flagship program of the Plan and long-standing award winning, evidence-based program centered on internship experiences for youth ages 15-19. Through the Peace & Prosperity Plan, the Fit2Lead program was enhanced and expanded to serve youth at-risk, youth already involved in the juvenile justice system, and youth who may have identified disabilities or are neurodivergent, thus requiring different methods of learning and processing information. The program provides paid work opportunities to young people to acquire and practice skills through recreation activities and workshops promoting social and emotional well-being, mental health, and long-term academic and behavior improvement. As part of the Plan, the Fit2Lead hourly wage paid to interns was increased from \$9.08 to \$13.88 per hour to make the program more attractive. As part of its internship program, Fit2Lead hopes to address a wide range of individual characteristics aimed at self-efficacy, behavioral issues, perceived stress, adoption of the street code, locus of control, and food security. Although its focus is not entirely on crime prevention, the individual-centered aspects that it hopes to impact are both singularly and collectively associated with antisocial and other adverse behaviors. Year 1 evaluation Fit2Lead data included participants' descriptive information and program satisfaction data obtained through a 9-item self-report survey completed by program participants. PROS staff, with input from Dr. Alexis Piquero, developed a before-and-after survey to measure changes in self-efficacy, perceived stress, adoption to the street code, locus of control, food security, and antisocial behavior/delinquency, as a result of participation in the program. Data collection using the expanded survey began in 2022 and will be available for subsequent evaluation reports.

## RESULTS PART III

### Highlights

- Fit2Lead program participants reported a high level of satisfaction with the internship experience and the quality of the program.
- Participants reported the experience to be relevant to their career goals.
- Participants reported having a positive supervisory experience.
- All participants expressed the desire to return to the program the following summer.
- Among the various parts of the internship experience, participants said that “working with children” was their favorite part of their job, followed by getting “experience for resume” and “working with children their age.”

### Data & Methods

A total of 134 participants completed the Fit2Lead program-designed survey over the course of

the summer of 2021. In terms of demographics, 64% of participants reported being 16 years old, 25% 17 years old, and 11% 18 years old. Seventy-five percent and 25% of the participants identified themselves as female or male, respectively.

In response to the question “What was your favorite part of your job?”, the top three responses were “working with children” (42%), obtaining “experience for resume” (19%), and “working with children their age” (16%). “Working outside”, “sports and recreation”, and “salary” were endorsed as the favorite part of the job by 10%, 9%, and 4% of the participants, respectively. Nearly 100% of program participants reported being “satisfied” or “very satisfied” with both the internship experience and the quality of the program. In terms of reported satisfaction with specific aspects of the internship experience, they either “strongly agreed” or “agreed” that they enjoyed working in the Fit2Lead Summer Internship Program, felt their supervisor was accessible and treated them fairly, that the park was a good place to work, that they would like to work at the park next summer, and the internship experience was relevant to their career goals.<sup>10</sup>

## SUMMARY

The Peace & Prosperity Plan is an ambitious, evidenced-based plan not only to improve public safety, but to improve the lives and opportunities afforded to residents of Miami-Dade County to build a safer, more prosperous community in the long term. The Plan’s programmatic features contain a range of activities including community grants and investments, leadership development and employment for youth, reentry services for justice-involved individuals, and a supplemental policing initiative which in its first year was focused on areas most impacted by gun violence. Now known as Operation Community Shield, this MDPD initiative and its effect on shootings and homicides was an important focus of this evaluation. The interrupted time series analysis undertaken showed that the number of shootings decreased after implementation of both Operation Summer Heat and Operation Community Shield, and the statistical estimates remained significant after taking into consideration month and year controls. An additional analysis revealed that the number of shootings decreased by over 40% in the 30 weeks after Operation Summer Heat and Operation Community Shield were put into place compared to the 30 weeks prior to programmatic implementation.

Consistent with the findings of significant reductions in the number of shootings, the interrupted time series analysis showed that the number of homicides decreased after implementation of both Operation Summer Heat and Operation Community Shield.

This evaluation cannot assess what specific aspects of MDPD’s program were the most strongly associated with the decrease in shootings and homicides, and this is the case in large part due to operational and security reasons that cannot be disclosed, but other aspects of their efforts could also be assessed in future work (e.g., number of guns seized, etc.). Also, it is not possible to fully state that the MDPD program and the MDPD program alone was the cause of the decrease in shootings. This caution must be noted because other aspects of the Plan were in place (or being implemented) and other local factors may have also come into play.

Nevertheless, the timing of the drop in shootings and homicides and the sustained decrease in

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<sup>10</sup> The Fit2Lead program has expanded to over 10 County Departments and several non-profit organizations, providing a plethora of internship opportunities for youth in Miami-Dade County

shootings—at least through the end of 2021—provides evidence that the program had some impact on shootings and homicides. In short, the results of this part of the evaluation are consistent with the MDPD’s initiative having some impact on the number of shootings and homicides in Miami-Dade County.

Another focus of this evaluation was the engagement of high-risk youth in the Fit2Lead internship program and the potential impact of the program on the youth’s social-emotional skills, prosocial behaviors, and developmental assets needed for a non-violent life. Although the Fit2Lead program focus is not entirely on crime prevention, the individual aspects that it hopes to impact are associated with antisocial and other adverse behaviors. The available data for the Year 1 evaluation suggests that Fit2Lead does a good job engaging young people and generating positive and potentially growth-promoting experiences. Subsequent analysis relying on the more expansive Fit2Lead assessment data are needed to properly evaluate the impact of this program experience for the stated purposes of the Plan.

## RECOMMENDATIONS

Going forward, it will be important to continue monitoring the impact of MDPD’s role on public safety in concert with other aspects of the Peace & Prosperity Plan. A solid public safety approach utilizes both police and non-police strategies (Council on Criminal Justice, 2022). It is important that the Office of Neighborhood Safety, the Office of the Mayor, the Board of County Commissioners, and other stakeholders, including constituents continue down the path of using evidence-based strategies and engaging in the rigorous evaluation needed to assess their performance and make any modifications that are necessary. Doing so will generate strong research-based knowledge to anchor gun violence and crime reduction public policies in Miami-Dade County for years to come.

**Recommended Action 1:** Rigorous evaluation of public policies and programs requires access to appropriate data. Future years must involve strengthening and consolidating the structure and processes for generating, storing, and managing the data needed to evaluate the policies, services and programs selected to address the five Miami-Dade County Peace & Prosperity Impact Areas (i.e., prevention, intervention, reentry, economic investment, and community revitalization). **A targeted investment in the evaluation process is recommended to identify barriers to data collection and analysis in a timely fashion as well as to provide valuable information for the implementation of services and programs.** A planful approach to data collection leads to stronger, more reliable, and sustainable services, programs, and public policies.

**Recommended Action 2:** As noted in the original Peace & Prosperity Plan, a critical need continues to exist for the collection, standardization, and sharing of gun violence data across all municipalities in Miami-Dade County. **It is recommended that Miami-Dade County develop a centralized database and standardized data sharing system that will provide a comprehensive look at gun violence countywide, including the municipalities.** In addition to assisting in evaluation efforts, doing so will help inform public policy, resource allocation and ultimately decision-making by elected officials, law enforcement agencies, and community partners in the collective effort to reduce violence in communities.

**Recommended Action 3:** It is recommended that future evaluation efforts include data collected with the expanded Fit2Lead questionnaire to better assess the impact of the internship program on the youth's social-emotional skills, prosocial behaviors, and developmental assets needed for non-violent life (see appendix A).

**Recommended Action 4:** In addition, it is recommended that the Juvenile Services Department assessment and linkage to services data be included in future evaluations. This is an important part of the wrap-around model proposed by Mayor Daniella Levine Cava. The assessment will include measures of Adverse Childhood Experiences, Youth Level of Severity (risk to offend), and the GAIN-Q, which is an evidence-based clinical protocol.

**Recommended Action 5:** Future evaluation efforts must also focus on initiatives like the *Safe in the 305 Grant Program*, which was rolled out in the summer of 2022. This grant program is designed to incentivize and encourage resident leaders and organizations to promote peace and prosperity across communities, by funding community-driven actions that make their own neighborhoods safer. These small local community-based grants are designed to attend to various aspects of public safety, broadly defined. Each of these grants has different audiences, foci and, as a result, outcomes. **It is recommended that the Office of the Mayor and the Board of County Commissioners equip the Office of Neighborhood Safety with human resources and expertise to provide on-the-ground technical assistance to the recipients of these awards to generate the appropriate data needed to evaluate their performance.**

**Recommended Action 6:** A key aspect of the Plan for future years is the completion and implementation of the *Public Safety Toolkit*, which is designed to be a centralized guide that provides Miami-Dade County residents with best practices, contact information, and related resources to employ intervention and prevention strategies in their own neighborhoods and across the county, provide accurate and timely information about how to report a crime safely and anonymously, and offers readily accessible resources to help families and neighborhoods in the aftermath of a violent event. The toolkit will also be used to train residents who can then advocate for the specific needs of their neighborhoods. **It is recommended that the evaluation team be an integral part of the *Public Safety Toolkit* effort.**

**Recommended Action 7:** Another important initiative is *Project Green Light*. This is an evidence-based crime-intervention and prevention partnership between local businesses and community groups that partners with property owners in high crime areas by installing real-time cameras and connecting to MDPD's Real Time Crime Center. The project includes installing high-definition cameras and upgrading to high-speed network connections that enable consistent video streaming to the MDPD. Participants provide sufficient lighting on all parts of their properties and make improvements needed to ensure that their businesses are safe, inviting, and customer friendly. The program may include incentives for businesses that participate and help to subsidize the cost. Consistent with previous evaluation of Project Green Light implementation in Detroit (Circo et al., 2020), **it is recommended that those areas receiving the cameras be matched to other areas not receiving the cameras. The intervention and non-intervention areas will then be compared for crimes, arrests, number of 911 calls, and revenue impact due to the virtual and random in-person patrolling.**

**Recommended Action 8:** As a long-term community violence prevention and revitalization effort,

it is recommended that the Plan include a focus on (1) substance abuse beyond the effects of substance abuse treatment and on (2) other forms of violence known to be associated with unsafe and toxic living conditions such intimate partner violence, bullying, and child abuse. Research shows that various forms of violence are connected.

**Recommended Action 9:** As these and other new programs are identified and implemented, we recommend that the evaluation team to work with ONS to guide the identification of metrics and outcomes for future evaluations.

## FIGURES & TABLES (in order of appearance in the text)

Figure 1

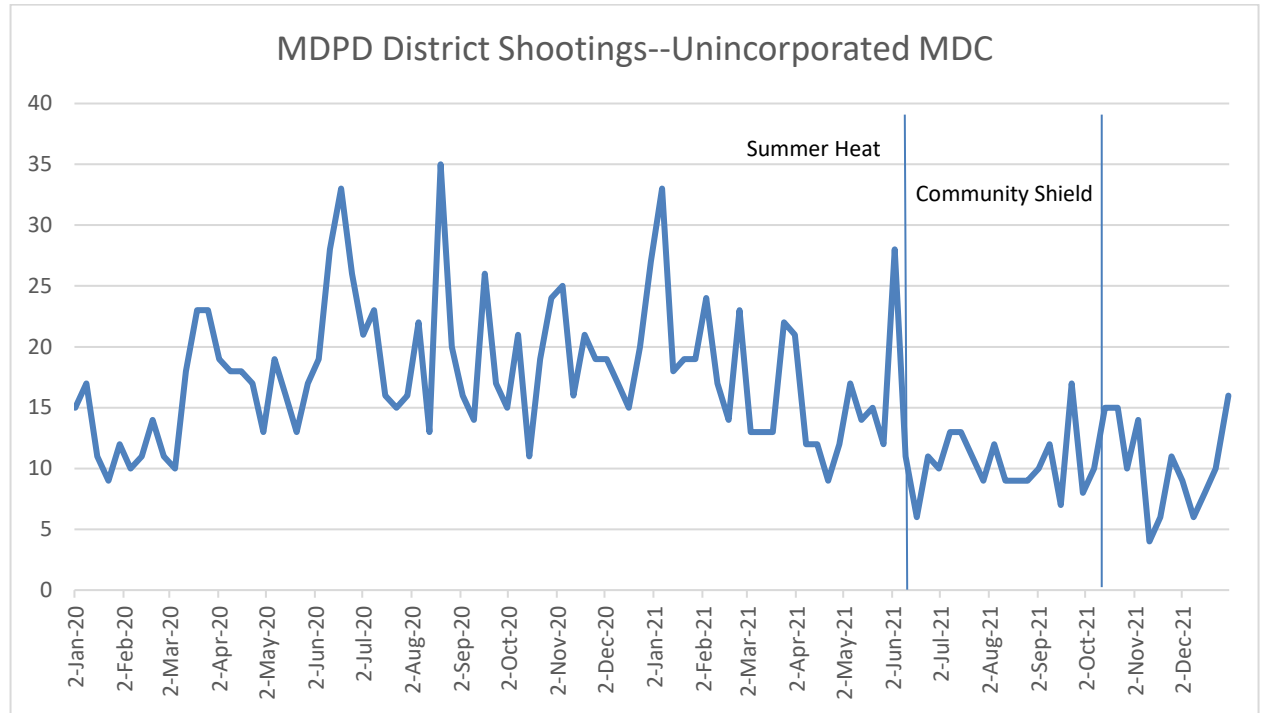


Figure 2

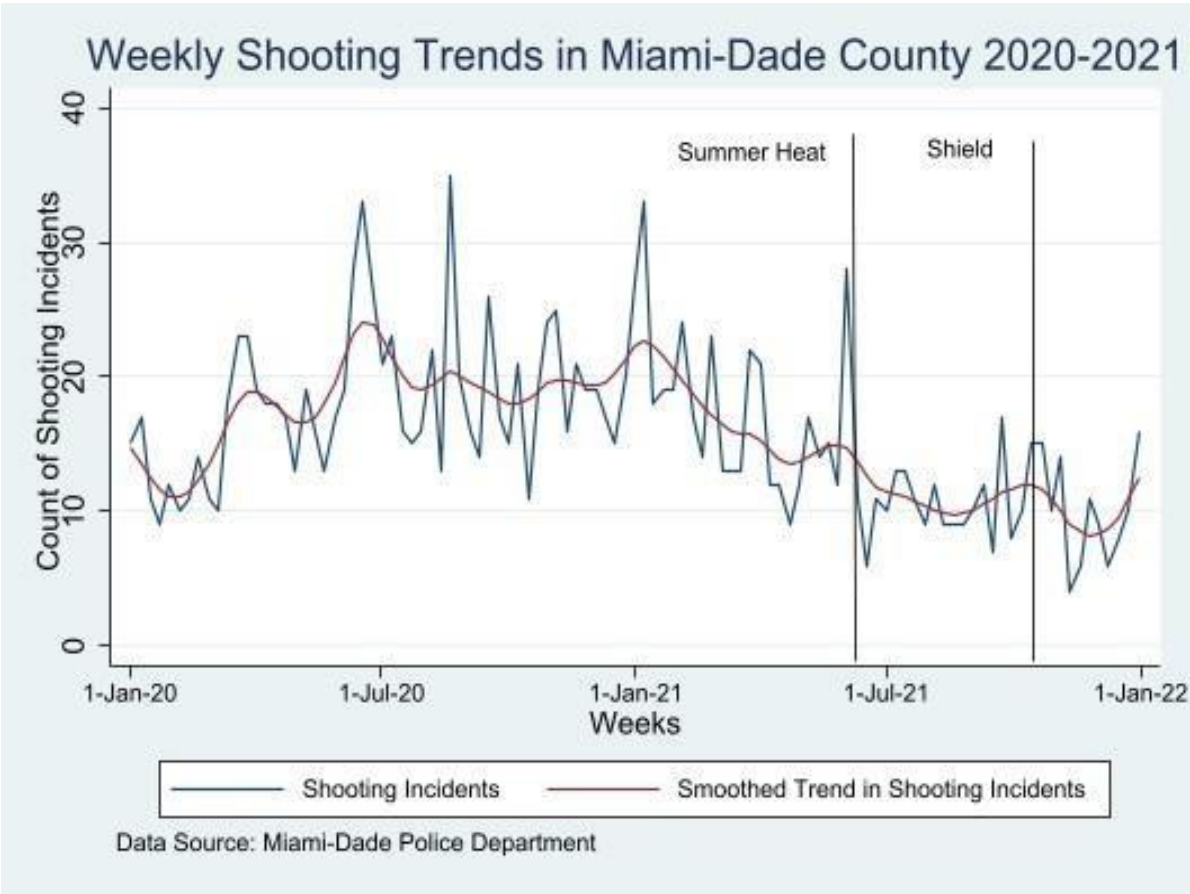




Table 1. ARIMA (1,0,0) Regression Results Predicting Shootings		
	RAW Count	HP Smoothed
	b (SE) / 95 CI	b (SE) / 95 CI
Operation Summer Heat	-12.771 (2.311)***	-1.063 (0.086)***
	[-17.302,-8.240]	[-1.232,-.895]
Operation Community Shield	-10.596 (2.334)***	-1.014 (0.126)***
	[-15.172,-6.021]	[-1.261,-.767]
Month = 1 January	-7.810 (3.021)**	-.629 (1.055)
	[-13.731,-1.889]	[-2.698,1.440]
Month = 2 February	-8.817 (2.827)**	-1.110 (1.048)
	[-14.358,-3.276]	[-3.165,.945]
Month = 3 March	-8.459 (3.077)**	-.731 (0.829)
	[-14.491,-2.427]	[-2.356,.894]
Month = 4 April	-10.173 (2.545)***	-.968 (0.807)
	[-15.162,-5.183]	[-2.551,.616]
Month = 5 May	-9.214 (2.379)***	-.773 (0.799)
	[-13.877,-4.551]	[-2.340,.794]
Month = 7 July	-3.973 (2.118)	-.757 (0.159)***
	[-8.124,.179]	[-1.069,-.445]
Month = 8 August	-2.240 (3.233)	-.765 (0.327)*
	[-8.578,4.098]	[-1.407,-.123]
Month = 9 September	-3.887 (2.680)	-.938 (0.401)*
	[-9.142,1.367]	[-1.724,-.151]
Month = 10 October	-4.483 (2.664)	-1.004 (0.444)*
	[-9.705,.739]	[-1.875,-.132]
Month = 11 November	-4.872 (2.792)	-1.357 (0.658)*
	[-10.345,.602]	[-2.648,-.065]
Month = 12 December	-5.065 (2.711)	-1.378 (0.668)*
	[-10.379,.250]	[-2.688,-.067]
Year = 2021	2.044 (1.711)	-.435 (1.139)
	[-1.310,5.398]	[-2.670,1.799]
_cons	23.928***	16.353 (1.788)***
	[19.704,28.151]	[12.847,19.859]
ARMA		
Lar	.196	.977***
	[-.070,.462]	[.947,1.006]
sigma		
_cons	4.388***	.699***
	[3.711,5.066]	[.608,.789]
N	105.000	105.000
vce	robust	robust
Notes:		
* p < .05 ; ** p < .01 ; *** p < .001		
The month of June and the year of 2020 are omitted to serve as reference categories		
VCE is the Robust Variance Estimator		

Figure 3. Homicide Trends Across Miami-Dade County Including Municipalities, January 2020 – December 2021.

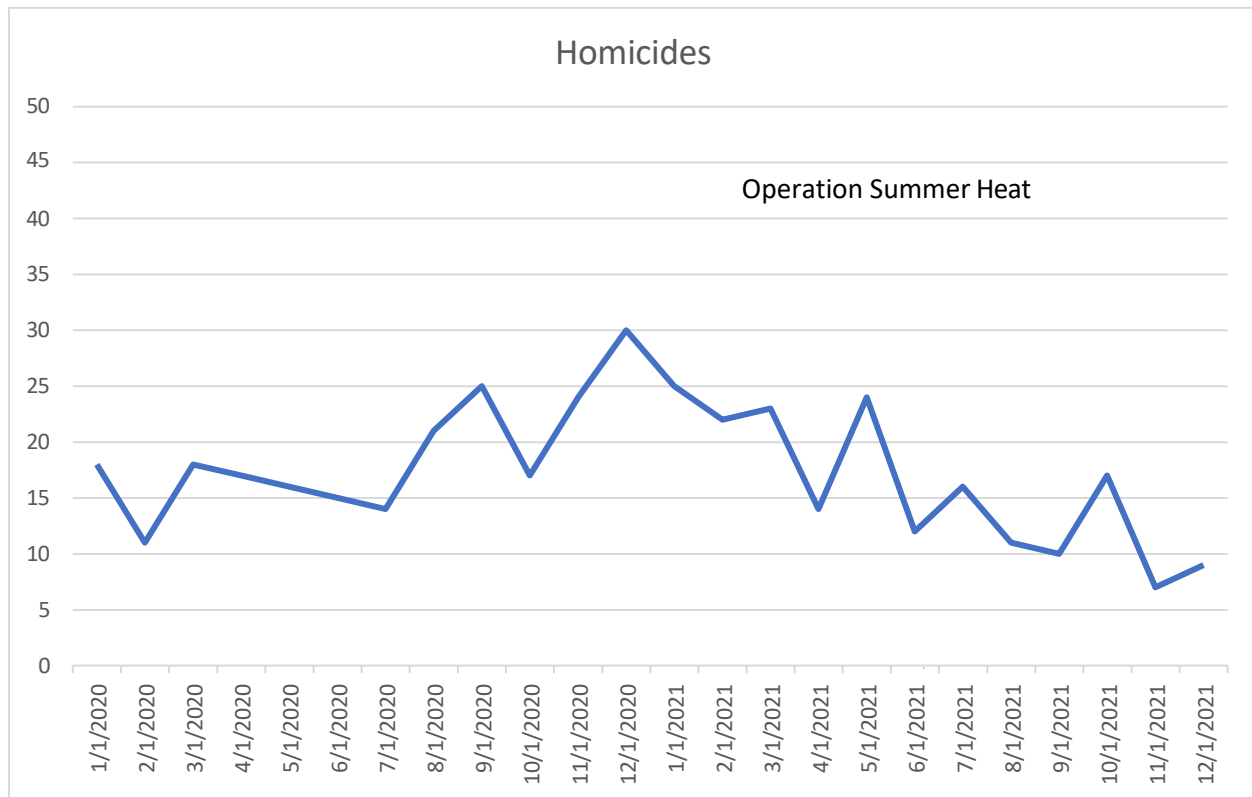


Table 2. ARIMA Regression Predicting Homicides.

Variable	Coeff (SE)	95% Confidence Interval
Intervention (OSH/OCS)	-7.932 (1.784)*	-11.431, -4.434
_Cons	19.647 (1.222)*	
/sigma	4.533 (0.553)*	

NOTES: VCE(Robust) was used; \*  $p < .05$ .

Wald  $\chi^2(1) = 19.75$ ,  $p < .05$

Log pseudolikelihood = -70.331

## REFERENCES

Circo, G., Werdlow, J.R., McGarrell, E.F., Krupa, J.M., De Biasi, A., Liebler, J., Cartwright, S., & Carter, T. (2020). *Project Greenlight Detroit: Evaluation Report*. East Lansing, MI: Michigan Justice Statistics Center. Available at <https://cj.msu.edu/assets/pdfs/misc/pgld-report-2192021.pdf>.

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Piquero, Alex R. (2021). The policy lessons learned from the criminal justice system response to COVID-19. *Criminology & Public Policy*, 20, 385-399.

Rosenfeld, R., & Lopez, E. (2021). *Pandemic, social unrest, and crime in U.S. cities: June 2021 update*. Washington, D.C.: Council on Criminal Justice, July 2021.

APPENDIX A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Youth Baseline

Please note: Responses to this survey are kept private. They will be regarded in the strictest confidence and will not be associated with you/your name or shared with anyone.



Thank you for agreeing to answer these questions. We are really excited about you joining the Fit2Lead Internship Program. It is our hope that the information you provide will help make this program better for you and the other interns too.

It's important that you know that we understand that everyone has different ideas and experiences, and that we are interested in hearing about yours, even if they might be different than the next person. We also know that people can have good and bad, happy and sad, exciting and scary, and everything in between types of experiences.

You are free to answer (or not answer) any of these questions. **There are no right or wrong answers** to the questions because they are all going to be unique to you and your life. Thank you again and good luck this year.

## **Behavior Index**

### Instructions

The next set of questions will ask you about behavior. Please answer honestly – your responses will remain private. Remember, there are no right or wrong answers. For each question, please make sure to pick only one answer. For applicable questions, please select the word that shows how often each of these things happen to you.

1. Have you ever used alcohol beverages, even just a few sips?

- ☐ Yes
- ☐ No

**If no, skip to question 3**

2. If yes, how many times in the past year have you used alcohol? \_\_\_\_\_

3. Have you ever smoked a regular cigarette, even one or two puffs?

- ☐ Yes
- ☐ No

**If no, skip to question 5**

4. If yes, how many times in the past year have you used cigarettes? \_\_\_\_\_

5. Have you ever smoked an electronic cigarette, even one or two puffs?

- ☐ Yes
- ☐ No

**If no, skip to question 7**

6. If yes, how many times in the past year have you used electronic cigarettes/vaped?

\_\_\_\_\_

7. Have you ever smoked a traditional cigar, cigarillo, or filtered cigar, even one or two puffs?

- ☐ Yes
- ☐ No

**If no, skip to question 9**

8. If yes, how many times in the past year have you used a traditional cigar, cigarillo, or filtered cigar? \_\_\_\_\_

9. Have you ever used marijuana, cannabis, hash, THC, grass, pot, or weed?

☐ Yes

☐ No

**If no, skip to question 11**

10. If yes, how many times in the past year have you used marijuana, cannabis, hash, THC, grass, pot, or weed? \_\_\_\_\_

11. Have you ever used other drugs besides marijuana, cannabis, hash, THC, grass, pot, or weed?

☐ Yes

☐ No

**If no, skip to question 13**

12. If yes, how many times in the past year have you used other drugs besides marijuana, cannabis, hash, THC, grass, pot, or weed? \_\_\_\_\_

13. If you ever used any substance, such as alcohol, cigarettes, cigars, or marijuana, at what age did you start?

☐ Age: \_\_\_\_\_

☐ Not Applicable (I have never used any of these substances)

**If NA skip to question 20**

**These questions ask about consequences people sometimes have because of drinking or drug use. Have you ever had any of the following happen because of your drinking or drug use?**

14. Got into trouble with my teachers or principal because of my drinking or drug use.

- ☐ Yes
- ☐ No

15. Got into difficulties of any kind with my friends because of my drinking or drug use.

- ☐ Yes
- ☐ No

16. Gotten in trouble with my parents because of my drinking or drug use.

- ☐ Yes
- ☐ No

17. Missed school (or time on job) because of my drinking or drug use.

- ☐ Yes
- ☐ No

18. Gotten in trouble with the police because of my drinking or drug use.

- ☐ Yes
- ☐ No

**The following questions related to your experiences in general:**

Have you ever...

19. Taken something from a store without paying for it?

- ☐ Yes
- ☐ No

**If no, skip to question 21.**

20. If yes, how often?

- ☐ Once or twice in my life
- ☐ A few times this month
- ☐ About once or twice a week
- ☐ About three or four times a week
- ☐ Most days



21. Skipped school?

- ☐ Yes
- ☐ No

**If no, skip to question 23.**

22. If yes, how often?

- ☐ Once or twice in my life
- ☐ A few times this month
- ☐ About once or twice a week
- ☐ About three or four times a week
- ☐ Most days

23. Did something that could be considered as vandalism?

- ☐ Yes
- ☐ No

**If no, skip to question 25.**

24. If yes, how often?

- ☐ Once or twice in my life
- ☐ A few times this month
- ☐ About once or twice a week
- ☐ About three or four times a week
- ☐ Most days

25. Gotten into trouble with the police?

- ☐ Yes
- ☐ No

**If no, skip to question 27.**

26. If yes, how often?

- ☐ Once or twice in my life
- ☐ A few times this month
- ☐ About once or twice a week
- ☐ About three or four times a week
- ☐ Most days

27. Received a detention at school?

- ☐ Yes
- ☐ No

**If no, skip to question 29.**

28. If yes, how often?

- ☐ Once or twice in my life
- ☐ A few times this month
- ☐ About once or twice a week
- ☐ About three or four times a week
- ☐ Most days

29. Been suspended from school?

- ☐ Yes
- ☐ No

30. What is your sexual orientation?

**Sexual orientation:** gender (that is, male or female) to which a person is attracted.

- ☐ Straight
- ☐ Gay
- ☐ Lesbian
- ☐ Bisexual
- ☐ Asexual
- ☐ Prefer not to answer

31. What is your gender identity?

**Gender identity:** one's innermost concept of self as male, female, a blend of both or neither.

This is how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Prefer not to answer

## ACE

### Instructions

The next set of questions will ask you about adverse childhood experiences. Everyone has different life experiences, and we know that we cannot capture everything in these questions. This is a limited list of things that may or may not have happened to you. There may be other things that have been upsetting or difficult for you that are not represented on this list, and that we are interested in knowing that too. **Please answer honestly – all your responses will remain private.** Remember, **there are no right or wrong answers.** For each question, select either “yes” or “no”. Use the blank spaces to tell us about anything you think wasn't covered that you feel we should know about.

### While you were growing up/Prior to your 18<sup>th</sup> birthday:

Did a parent or other adult in the household often or very often...

1. Swear at you, insult you, put you down, or humiliate you?

- ☐ Yes
- ☐ No

2. Act in a way that made you afraid that you might be physically hurt?

- ☐ Yes
- ☐ No

3. Push, grab, slap, or throw something at you?

- ☐ Yes
- ☐ No

4. Ever hit you so hard that you had marks or were injured?

- ☐ Yes
- ☐ No

Did an adult or person at least 5 years older than you ever...

5. Touch or fondle you or have you touch their body in an inappropriate way?

- ☐ Yes
- ☐ No

Did you often or very often feel that...

6. No one in your family loved you or thought you were important or special?

- ☐ Yes
- ☐ No

7. Your family didn't look out for each other, feel close to each other, or support each other?

- ☐ Yes
- ☐ No

8. You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?

- ☐ Yes
- ☐ No

9. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

- ☐ Yes
- ☐ No

10. Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

- ☐ Yes
- ☐ No

11. While you were growing up, were your parents ever separated or divorced?

- ☐ Yes
- ☐ No

Was your mother or stepmother:

12. Often or very often pushed, grabbed, slapped, or had something thrown at her?

- ☐ Yes
- ☐ No

13. Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?

- ☐ Yes
- ☐ No

14. Ever repeatedly hit at least a few minutes or threatened with a gun or knife?

☐ Yes

☐ No

15. Did you live with a household member that was depressed or mentally ill, or did a household member ever attempt suicide?

☐ Yes

☐ No

16. Did a household member go to prison?

☐ Yes

☐ No

17. Did other kids, including brothers or sisters, often or very often hit you, threaten you, pick on you or insult you?

☐ Yes

☐ No

18. Did you often or very often feel lonely, rejected, or that nobody liked you?

☐ Yes

☐ No

19. Did you live for 2 years or more in a neighborhood that was dangerous, or where you saw people being assaulted?

☐ Yes

☐ No

20. Was there a period of 2 or more years when your family was very poor or on public assistance?

☐ Yes

☐ No

21. Are there other adverse (negative) childhood experiences that were not included in these questions that you feel we should know about?

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## **Self-Efficacy**

These items measure one's confidence in attaining educational and career goals and in avoiding fights. Youths are asked to indicate the extent to which they agree or disagree with the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I will graduate from high school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. I will finish college.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3. I will get a job I really want.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. I am confident in my ability to stay out of fights.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. If someone called me a bad name, I would ignore them or walk away.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. I don't need to fight because there are other ways to deal with anger.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. I can get along well with most people.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8. I will have healthy relationships (with friends, family, partner).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9. I will earn enough for healthy food and safe housing.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## **SCARED**

Below is a list of sentences that describes how people feel. Read each phrase and decide if it is “Not True or Hardly Ever True” or “Somewhat True or Sometimes True” or “Very True or Often True” for you. Then, for each sentence, please check (✓) one of the three options that corresponds to the response that seems to describe you *for the last 3 months*.

	<b>0 Not True or Hardly Ever True</b>	<b>1 Sometimes True</b>	<b>2 Very True or Often True</b>
1. I get really frightened for no reason at all.			
2. I am afraid to be alone in the house.			
3. People tell me that I worry too much.			
4. I am scared to go to school.			
5. I am shy.			

## **Moods and Feelings Questionnaire A**

This form is about how **you** might have been feeling or acting **recently**.

For each question, please check (✓) how you have been feeling or acting in the **past two weeks**

If a sentence was not true about you, check NOT TRUE

If a sentence was only sometimes true, check SOMETIMES

If a sentence was true about you most of the time, check TRUE

Please use a checkmark (✓) for each statement.

	NOT TRUE	SOMETIMES	TRUE
1. I felt miserable or unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I didn't enjoy anything at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt so tired I just sat around and did nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I was very restless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I felt I was no good anymore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I cried a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I found it hard to think properly or concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I hate myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I was a bad person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I thought nobody really loved me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I thought I could never be as good as other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I did everything wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## **Moods and Feelings Questionnaire B**

This form is about how **you** might have been feeling or acting **recently**.

For each question, please check (✓) how you have been feeling or acting in the **past two weeks**

If a sentence was not true about you, check NOT TRUE

If a sentence was only sometimes true, check SOMETIMES

If a sentence was true about you most of the time, check TRUE

Please use a checkmark (✓) for each statement.

	NOT TRUE	SOMETIMES	TRUE
1. I felt ecstatic or happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I enjoyed everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt like I was accomplishing a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I was very calm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I felt I was worthy of love.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I laughed a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I was able to concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I was a good person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt like I had friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I thought others loved me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I thought I could be just as good as other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I did everything right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Peer Behavior**

**Think about your best friend when answering the next set of questions.**

Definitely yes	Probably yes	Probably not	Definitely not
1	2	3	4

1. If one of your best friends were to offer you a cigarette, would you smoke it?	1	2	3	4
2. If one of your best friends were to offer you alcohol, would you drink it?	1	2	3	4
3. If one of your best friends were to offer you an e-cigarette, would you use it?	1	2	3	4
4. If one of your best friends were to offer you marijuana, would you use it?	1	2	3	4
5. If one of your best friends were to offer you a traditional cigar, cigarillo, or filtered cigar, would you smoke it?	1	2	3	4

### ERQ-CA

We would like to ask you some questions about your thoughts and feelings, in particular, how you control your feelings. The questions below involve two types of emotions. One is your emotional experience, or what you feel inside. The other is your emotional expression, or how you show your emotions in the way you talk or behave. Although some of the following questions may seem like one another, they differ in important ways. For each item, please answer using the following scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>		<b>Neutral</b>		<b>Strongly Agree</b>

1. \_\_\_\_\_ When I want to feel more positive emotion (such as joy), I change what I'm thinking about.
2. \_\_\_\_\_ I keep my emotions to myself.
3. \_\_\_\_\_ I control my negative feelings about things by changing what I'm thinking about.
4. \_\_\_\_\_ When I am feeling positive emotions, I am careful not to show them.
5. \_\_\_\_\_ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
6. \_\_\_\_\_ I control my emotions by not showing them.
7. \_\_\_\_\_ When I want to feel more positive emotions, I change the way I'm thinking about the situation.
8. \_\_\_\_\_ I control my emotions by changing the way I think about the situation I'm in.
9. \_\_\_\_\_ When I am feeling negative emotions, I make sure not to show them.
10. \_\_\_\_\_ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

### **Self-Efficacy – Teen Conflict Survey**

These items measure an individual's confidence in his or her ability to control anger and resolve conflicts nonviolently. Respondents are asked to indicate how likely they would be to use certain nonviolent strategies.

	<b>Very Confident</b>	<b>Somewhat Confident</b>	<b>Unsure</b>	<b>Not Very Confident</b>	<b>Not at all Confident</b>
1. Stay out of fights?	a	b	c	d	e
2. Understand another person's point of view?	a	b	c	d	e
3. Calm down when you are mad?	a	b	c	d	e
4. Talk out a disagreement?	a	b	c	d	e
5. Learn to stay out of fights?	a	b	c	d	e

### **Perceived Stress Scale**

Instructions: The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a check how often you felt or thought a certain way.

	<b>0 Never</b>	<b>1 Almost Never</b>	<b>2 Sometimes</b>	<b>3 Fairly Often</b>	<b>4 Very Often</b>
1. In the last month, how often have you felt that you were unable to control the important things in your life?					
2. In the last month, how often have you felt confident about your ability to handle your personal problems?					
3. In the last month, how often have you felt that things were going your way?					
4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					

## **Street Code Survey**

How much do you agree with each statement?

**A:** strongly agree

**B:** agree

**C:** neither agree nor disagree

**D:** disagree

**E:** strongly disagree

1. \_When someone disrespects you, it is important that you use physical force or aggression to teach him or her not to disrespect you.
2. \_If someone uses violence against you, it is important that you use violence against him or her to get even.
3. \_People will take advantage of you if you do not let them know how tough you are.
4. \_It is important that I have popcorn when I go to the movies.
5. \_People do not respect a person who is afraid to fight physically for his/her rights.
6. \_Sometimes you need to threaten people to get them to treat you fairly.
7. \_It is important to show others that you cannot be intimidated.
8. \_People tend to respect a person who is tough and aggressive.

### **WHAT DO YOU THINK**

\_\_\_\_\_How old do you think you will live to be?

## **Food Security Survey**

In the last 12 months, were the following statements Often, Sometimes, or Never True for you:

	<b>Often</b>	<b>Sometimes</b>	<b>Never True</b>
1. "We worried whether our food would run out before we got money to buy more."			
2. "We couldn't afford to eat balanced meals."			
3. Did you ever cut the size of your meals or skip meals because there wasn't enough money for food?			
4. Did you ever not eat for a whole day because there wasn't enough money for food?			
5. Did anyone ever not eat for a whole day because there wasn't enough money for food?			

### **Nowicki-Strickland Locus of Control Survey**

For each question circle Yes or No

- |         |    |  |
|---------|----|--|
| 1. Yes  | No | Do you believe that most problems solve themselves?                  |
| 2. Yes  | No | Do you feel that getting good grades means a great deal to you?      |
| 3. Yes  | No | Are you often blamed for things that just aren't your fault?         |
| 4. Yes  | No | Are Burger King fries better than KFC fries?                         |
| 5. Yes  | No | Do you believe that wishing can make good things happen?             |
| 6. Yes  | No | Most of the time, do you find it hard to change a friends mind?      |
| 7. Yes  | No | Do you think cheering more than luck helps a team win?               |
| 8. Yes  | No | Do you like going to the movies?                                     |
| 9. Yes  | No | Do you feel that you have a choice in decoding who your friends are? |
| 10. Yes | No | Do you like Lucky Charms cereal?                                     |
| 11. Yes | No | Will your parents / caregivers usually help you if you ask them to?  |
| 12. Yes | No | Do you feel that when good things happen because of hard work?       |
| 13. Yes | No | Do you think it's better to be smart than lucky?                     |
| 14. Yes | No | Do you feel you have very little to say about what you eat at home?  |
| 15. Yes | No | Can you ride a bike with no hands?                                   |





Peace & Prosperity Plan  
Attachment B



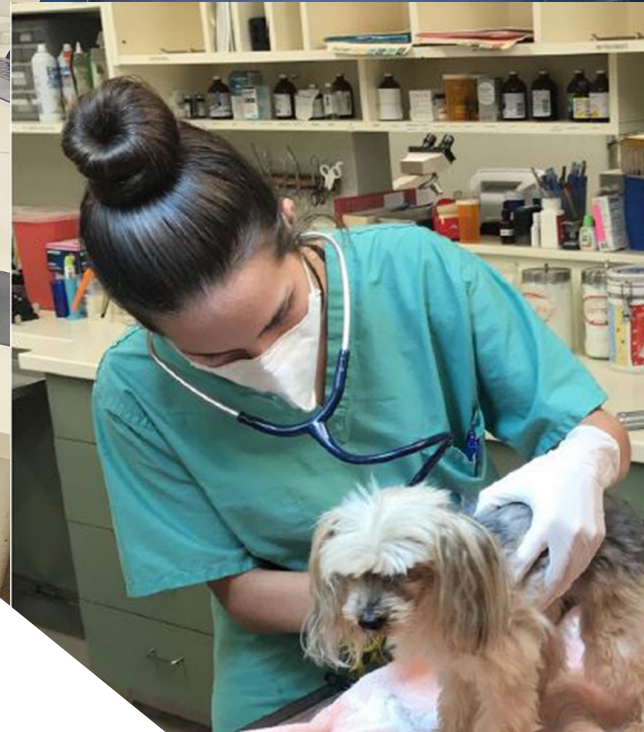
Department	Program Name	Program Term	Funding	FY 2020-21 Actuals		FY 2021-22 Original Budget	FY 2021-22 Budget W/ Carryover*	FY 2021-22 YTD Actuals as of 09/30/2022	Comments
Juvenile Services	Fit 2 Lead	October 1, 2021	Trust Fund	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	All funds carried over to FY22-23 (Year 3 P&PP)
Miami-Dade Police Department	MDPD Youth Athletic and Mentoring Initiative	June 14, 2021	Naming Rights Revenue	30,000	30,000	308,000	308,000	195,598	
Miami-Dade Police Department	MDPD Intelligence Analysts	October 1, 2021	Naming Rights Revenue	-	-	341,676	341,676	232,828	Balance carried over to FY22-23 for Fit2Lead (Year 3-P & PP)- positions funded via MDPD general fund in FY22-23
Miami-Dade Police Department	MDPD Turn Around Police Academy	August 2021/March	Naming Rights Revenue	44,000	-	106,000	150,000	109,455	
Parks, Recreation and Open Spaces	Fit2Lead (mentoring program)	June 1, 2021	Naming Rights Revenue	1,094,626	614,045	3,269,174	3,749,755	2,982,498	Balance carried over to FY22-23 (Year 3 P & PP)
Public Housing and Community Development	Revitalization and Economic Development	June 1, 2021	PHCD and CDBG Funding	18,300,000	-	13,800,000	32,100,000	5,988,606	FY20-21 funds allocated to various programs through the 2021 Consolidated Planning Annual Action Plan
Non-Departmental	Summer Youth Internship Program	Summer	Naming Rights Revenue	800,000	800,000	700,000	700,000	700,000	
Non-Departmental	Safe in the 305 Community Grant	October 1, 2021	Naming Rights Revenue	-	-	50,000	50,000	48,750	
Non-Departmental	Public Safety Tool Kit	October 1, 2021	Naming Rights Revenue	-	-	50,000	50,000	-	
Non-Departmental	Project Greenlight	October 1, 2021	Naming Rights Revenue	-	-	300,000	300,000	-	Funds carried over to FY 22-23 (Year 3 P& PP)
Non-Departmental	Fit 2 Lead	October 1, 2021	FTX Foundation	-	-	150,000	150,000	50,000	
Non-Departmental	Independent Evaluation	Ongoing	Naming Rights Revenue	50,000	-	75,000	125,000	-	Independent Evaluation
Total including PHCD				\$ 20,318,626	\$ 1,444,045	\$ 19,249,850	\$ 38,124,431	\$ 10,307,735	
Annual Total excluding PHCD				\$ 2,018,626	\$ 1,444,045	\$ 5,449,850	\$ 6,024,431	\$ 4,319,129	

\*Includes carryover from FY 2020-21 unspent expenditures

# 2021 Summer Youth Internship Program



FOUNDATION for  
NEW  
EDUCATION  
INITIATIVES, Inc.  
Supporting Miami-Dade County Public Schools





## Summer Youth Internship Program 2021

### Final Report

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## **Summer Youth Internship Program 2021**

### **Final Report**

In its sixth year of operation, the Summer Youth Internship Program continues to serve our community despite the ongoing challenges with COVID-19. Contingency plans were established which allowed us to adapt to the changing CDC and local municipality guidelines. The Children's Trust, Miami Dade County, CareerSource South Florida, EdFed - The Educational Federal Credit Union and the Foundation for New Education Initiatives, collaborated with a single intent in mind: to provide a meaningful paid summer internship opportunity for youth across Miami Dade County.

This year, additional funding was added to the program to support the addition of up to 500 students as a part of the Miami-Dade County Mayor's Peace and Prosperity initiative. These students generally meet the criteria of residing in at-risk zip codes highlighted by the Peace & Prosperity initiative.

The unique structure of this high-quality summer internship program included parent, student and employer orientations conducted virtually, online pre-internship training for interns, student interns assigned to certified M-DCPS teachers, a curriculum that includes weekly assignments, and an online interface, and Miami.GetMyInterns.org for registration, matching of interns and employers and a digitized student time recordkeeping system.

#### **Final results:**

- Of the 2,819 youth that were eligible and applied to the internship program, 2,338 were enrolled.
- Of the 2,338 students enrolled in SYIP, 99% (2,321) successfully completed the program and of these, 74 youth received Miami Dade College credit through dual enrollment.
- Of the 2,321 students that completed the SYIP program, 54.1% (1,256) participated in standard on-site internships, 30.3% (703) had a hybrid internship of both remote and on-site hours, and 15.6% (362) participated in remote internships.
- The program intentionally recruited participants from high-risk populations. Of those that enrolled in the program: 75% (1,756) qualified for free/reduced price lunch and 26% (623) were youth with disabilities.

**Submitted by**  
**Miami-Dade County Public Schools**  
**Division of Academics**  
**Department of Career & Technical Education**  
**September 30, 2021**



# 2021 INTERNSHIP IMPACT



2321 Students Completed  
99% Completion Rate

61 Participating Schools  
2819 Students Applied

74 Students Earned Dual  
Enrollment Credit

655 Participating  
Companies

369,507 Hours Worked



## PERFORMANCE MEASURES

### QUANTITY--“How much will we do?”

#### 1. Outreach efforts made at each school

There were 61 schools who participated in the 2021 Summer Youth Internship Program. All schools were provided poster and flyer templates to customize for their school as well as conducting public address announcements made on a daily basis to inform students about the SYIP, specifically:

- Basic information on qualification
- Deadline dates for application
- Dates for Parent Information Sessions
- Who to contact for additional information at the school (Teacher Champion)

Outreach efforts that took place Pre- and Post-Internship as well as during the Internship are presented below:

### **PRE-INTERNSHIP**

#### **Training for Assigned Teacher Champion Training at Each School**

The virtual trainings took place on the following dates: March 23, April 6,8,14,21 and 29 with additional individual virtual help sessions scheduled when needed.

#### **Teacher Champions Trained Per School**

School	Number Attended	School	Number Attended
Academy for Community Education	1	Miami Beach SHS	2
Alonzo & Tracy Mourning	2	Miami Carol City SHS	1
American SHS	5	Miami Central SHS	2
Arthur & Polly Mays	1	Miami Coral Park SHS	1
Barbara Goleman SHS	3	Miami Edison SHS	1
BioTech @ Richmond Heights	1	Miami Killian SHS	1
Booker T Washington SHS	2	Miami Jackson SHS	1
Center for International Studies	1	Miami Lakes Educational Center	6
COPE Center North	1	Miami Norland SHS	2
Coral Gables SHS	2	Miami Northwestern SHS	1
Coral Reef SHS	7	Miami Palmetto SHS	1
Cutler Bay SHS	2	Miami Southridge SHS	2
DASH	1	Miami Springs SHS	3
Dorothy M. Wallace Cope Center	1	Miami Senior	1
Dr. Michael M. Krop SHS	3	Miami Sunset SHS	3
Felix Varela SHS	3	New World of the Arts	1
G. Holmes Braddock SHS	1	North Miami SHS	4
Hialeah SHS	1	North Miami Beach SHS	3
Hialeah Gardens SHS	6	Robert Morgan Educational Center	1
Hialeah Miami Lakes SHS	1	Ronald Reagan /Doral SHS	1

Homestead SHS	3	School of Advanced Studies -- Homestead, MDC, North, South and West	1
International Studies Prep Academy	1	South Dade SHS	1
iPrep Academy	2	South Miami SHS	1
iTech @Edison	2	Southwest Miami SHS	3
Jann Mann Educational Center	1	SPED -Districtwide Instruction	8
John A. Ferguson SHS	4	TERRA Environmental	1
Jose Marti MAST 6-12	1	Westland Hialeah SHS	1
Law Memorial Officers Memorial HS	1	William Turner Technical High	8
MAST @ FIU	1	Young Men's Prep Academy	1
MAST @ Homestead	1	Young Women's Prep Academy	1
MAST @ Key Biscayne	1		
Miami Art Studio @ Zelda Glazer	1	<b>Total</b>	<b>128</b>

\*NOTE: Teacher Champions serve on a volunteer basis.

### **EdFed - The Educational Federal Credit Union Account Openings and Average Balances**

Below is a comparison of new accounts opened for the past two program years. We also show a comparison of the account average balance which shows that the account balances have increased noticeably from last summer to this summer. The account balances are representative of students, both past and present, that have opened accounts as part of the SYIP program.

Accounts opened between January 1, 2020, and August 31, 2020: **1,025**

Accounts opened between January 1, 2021, and August 31, 2021: **1,666**

	<b>As of 9/1/20</b>	<b>As of 9/1/21</b>
Total Number of SYIP Accounts	5,870	6,279
Aggregate Account Balances	\$5,580,645.50	\$7,985,881.06
Average Account Balance	\$950.71	\$1,271.84

### **Parent Information Sessions**

<b>Date</b>	<b>Location</b>	<b>Number Attended</b>
Monday, May 10, 2021 6 PM	Virtual – ZOOM/Facebook Live	250
Wednesday, May 12, 2021 1 PM	Virtual – ZOOM/Facebook Live	204
Wednesday, May 12, 2021 6 PM ( <i>Spanish</i> )	Virtual – ZOOM/Facebook Live	173
Wednesday, May 12, 2021 6 PM ( <i>Creole</i> )	Virtual – ZOOM/Facebook Live	52
Thursday, May 13, 2021 6 PM	Virtual – ZOOM/Facebook Live	369
Monday, May 17, 2021 1 PM ( <i>English &amp; Spanish</i> )	Virtual – ZOOM (ESE)	80

Tuesday, May 18, 2021 6 PM <i>(English &amp; Spanish)</i>	Virtual – ZOOM (ESE)	90
--	-------------------------	----

\*Additionally, there were over 291 views between Facebook and You Tube as of July 19, 2021

### Employer Orientation Sessions

Date	Location	Number Attended
Tuesday, May 18, 2021 9:00 AM	Virtual – ZOOM/Facebook Live	90
Tuesday, May 25, 2021 9:00 AM	Virtual – ZOOM/Facebook Live	105

\*Additionally, there were over 322 views between Facebook and You Tube as of July 19, 2021

### Outreach Efforts to Promote SYIP

Date	Media
March 26, 2021	Email sent out to all previous employers with updates about the upcoming internship program.
May 4, 2021	Parent and employer orientation fliers were created. Parent flier was emailed to students, parents and posted on the Get My Interns website.
May 17, 2021	Employer orientation flier was emailed to registered employers and posted on Get My Interns.
June 7 & 18, 2021	All registered employers received updates and reminders via email.
May – June, 2021	Social media posts promoting internship to students, parents and employers.
June 21 and 22, 2021	Conducted a Virtual Kickoff for all interns on Facebook Live.
June 11 and 20, 2021	Updates were sent to students with confirmation of their placement in the internship.



## Promotional Materials

LOCATION	MATERIALS
School Site	<a href="#">Postcards</a> <a href="#">Flyers</a> <a href="#">SYIP FAQs</a>
Florida College Access Network	<a href="#">Scaling Experiential Learning</a>

## Created and Distributed

- [Postcard](#) used for promoting the Summer Youth Internship Program to potential internship host providers.
- [Frequently Asked Questions \(FAQ\)](#) handout for internship providers, parents, and students.
- Posted Tweets on Twitter promoting SYIP to community
- Created You Tube Channel that includes production of several videos promoting SYIP.
- Updated Internship Provider Handbook and Student Handbook to reflect best practices while in a COVID-19 environment.
- Updated and distributed handouts for Best Practices for Remote Work, Best Practices for Online Interviews, and a Remote Internship Project Template.

2. Number of youth who applied to the Program including the names of schools that youth who applied to the program attend (#3)

**(CHART 1) - Students who have Applied, Enrolled, and Completed the SYIP by School**

School	Number of Student Intern Applicants	Number of Interns Enrolled/Hired	Number of Interns Completed
Dr. Marvin Dunn Academy for Community Ed.	0	0	0
Alonzo & Tracy Mourning SHS	57	56	55
American SHS	36	24	23
Arthur & Polly Mays Conservatory of the Arts	15	11	11
Barbara Goleman SHS	93	84	82
BioTech @ Richmond Heights	8	6	6
Booker T Washington SHS	30	15	15
Center for International Studies	22	18	18
Coral Gables SHS	78	61	61
Coral Reef SHS	255	203	202
Cutler Bay SHS	23	21	21
DASH	34	27	27

Dorothy M. Wallace Cope Center	0	0	0
Dr. Michael M. Krop SHS	62	59	59
Felix Varela SHS	45	42	42
G. Holmes Braddock SHS	41	38	38
Hialeah High	33	28	27
Hialeah Gardens SHS	219	200	199
Hialeah-Miami Lakes SHS	10	10	10
Homestead SHS	51	36	35
International Studies Prep Academy	1	0	0
iPreparatory Academy	28	22	22
iTech @Thomas Edison	17	13	13
J.C. Bermudez Doral SHS	4	2	2
Jan Mann Educational Center	1	0	0
John A. Ferguson SHS	88	78	77
Jose Marti MAST 6-12	13	12	12
Law Enforcement Officers Memorial HS	27	27	27
MAST @ FIU Biscayne Bay Campus	26	24	24
MAST @ Homestead	26	23	23
MAST @ Key Biscayne	28	19	19
Miami Arts Studio 6-12 @ Zelda Glazer	65	51	51
Miami Beach SHS	39	29	28
Miami Carol City SHS	17	11	11
Miami Central SHS	68	51	51
Miami Coral Park SHS	63	59	59
Miami Edison SHS	18	12	12
Miami Killian SHS	4	4	4
Miami Jackson SHS	5	1	1
Miami Lakes Educational Center	138	109	109
Miami Palmetto SHS	25	16	15
Miami Norland SHS	38	34	34
Miami Northwestern SHS	45	40	39
Miami Southridge SHS	23	23	23
Miami Springs SHS	49	41	40
Miami Senior	34	31	30
Miami Sunset SHS	40	30	30
New World School of the Arts	6	5	5
North Miami SHS	151	128	128
North Miami Beach SHS	41	38	38
Robert Morgan Educational Center	90	78	78
Robert Renick Educational Center	4	4	4
Ronald Reagan /Doral SHS	16	5	5

Ruth Owens Kruse Educational Center	1	0	0
School for Advanced Studies - MDC	4	3	3
School for Advanced Studies - North	4	4	4
School for Advanced Studies - South	6	6	6
South Dade SHS	73	58	58
South Miami SHS	54	37	37
Southwest Miami SHS	68	65	64
SPED -Districtwide Instruction	6	6	6
TERRA Environmental	39	31	30
Westland Hialeah SHS	32	25	25
William Turner Technical SHS	162	128	127
Young Men's Prep Academy	1	1	1
Young Women's Prep Academy	19	15	15
<b>TOTAL</b>	<b>2,819</b>	<b>2,338</b>	<b>2,321</b>

4. The number of youth interviewed by the SYIP providers totaled 2,819. This count includes 2,321 students who completed the program and 498 not hired because of limited positions because of the continued COVID-19 pandemic. The breakdown of the internship placement type (Chart 2)

**(CHART 2) – Types of Internship Placements**

Type of Internship Placement	Number of Interns
On-site	1,256
Hybrid	703
Remote	362

- 5 and 6. Students selected and hired for the SYIP (Chart 3)

**(CHART 3) - Students selected by School and Hired for SYIP**

School	Number of Student Selected	Number of Interns Hired
Dr. Marvin Dunn Academy for Community Ed.	0	0
Alonzo & Tracy Mourning SHS	57	56
American SHS	36	24
Arthur & Polly Mays Conservatory of the Arts	15	11
Barbara Goleman SHS	93	84
BioTech @ Richmond Heights	8	6
Booker T Washington SHS	30	15

Center for International Studies	22	18
Coral Gables SHS	78	61
Coral Reef SHS	255	203
Cutler Bay SHS	23	21
DASH	34	27
Dorothy M. Wallace Cope Center	0	0
Dr. Michael M. Krop SHS	62	59
Felix Varela SHS	45	42
G. Holmes Braddock SHS	41	38
Hialeah High	33	28
Hialeah Gardens SHS	219	200
Hialeah-Miami Lakes SHS	10	10
Homestead SHS	51	36
International Studies Prep Academy	1	0
iPreparatory Academy	28	22
iTech @Thomas Edison	17	13
J.C. Bermudez Doral SHS	4	2
Jan Mann Educational Center	1	0
John A. Ferguson SHS	88	78
Jose Marti MAST 6-12	13	12
Law Enforcement Officers Memorial HS	27	27
MAST @ FIU Biscayne Bay Campus	26	24
MAST @ Homestead	26	23
MAST @ Key Biscayne	28	19
Miami Arts Studio 6-12 @ Zelda Glazer	65	51
Miami Beach SHS	39	29
Miami Carol City SHS	17	11
Miami Central SHS	68	51
Miami Coral Park SHS	63	59
Miami Edison SHS	18	12
Miami Killian SHS	4	4
Miami Jackson SHS	5	1
Miami Lakes Educational Center	138	109
Miami Palmetto SHS	25	16
Miami Norland SHS	38	34
Miami Northwestern SHS	45	40
Miami Southridge SHS	23	23
Miami Springs SHS	49	41
Miami Senior	34	31
Miami Sunset SHS	40	30
New World School of the Arts	6	5

North Miami SHS	151	128
North Miami Beach SHS	41	38
Robert Morgan Educational Center	90	78
Robert Renick Educational Center	4	4
Ronald Reagan /Doral SHS	16	5
Ruth Owen Kruse Educational Center	1	0
School for Advanced Studies - MDC	4	3
School for Advanced Studies - North	4	4
School for Advanced Studies – South	6	6
South Dade SHS	73	58
South Miami SHS	54	37
Southwest Miami SHS	68	65
SPED -Districtwide Instruction	6	6
TERRA Environmental	39	31
Westland Hialeah SHS	32	25
William Turner Technical SHS	162	128
Young Men's Prep Academy	1	1
Young Women's Prep Academy	19	15
	<b>2,819</b>	<b>2,338</b>

7. Number of youth in a magnet program, academy or other career and technical education program.

<b>Chart 4. Academy, Educational or Vocational Program</b>	<b>Total</b>
<b>Magnet*</b>	998
<b>Career Academy</b>	1,264
<b>Other Program</b>	76
<b>Total</b>	<b>2,338</b>

\* If students are enrolled in a career academy at a total magnet school, they are only counted once and included in the magnet count.

8-11. **Chart 5** indicates the number of youth who completed the program, earned high school and college credit and those who receive free or reduced lunch.

<b>CHART 5 - Youth Who Completed, Earned High School and College Credit, and Free/Reduced Lunch</b>	
Completed Program	2,321
High School Credit	2,319
College Credit	74
Free/Reduced Lunch	1,756

## DEMOGRAPHIC INFORMATION

**Chart 6** includes students who completed the program by gender, age, race, ethnicity, current school, and other risk factors. Please note that truancy factors will be made available for the final report.

Chart 6. SYIP Student Demographics			
Gender	Numbers	Age	Numbers
Female	1,442	15	416
Male	896	16	768
Total	2,338	17	995
		18	91
		19	27
		20	20
		21	15
		22	6
		Total	2,338

Race	Numbers
White	1,348
Black	837
American Indian	5
Asian	41
Other	107
Total	2,338

Ethnicity	Numbers
Hispanic	1,395
Other	943
Total	2,338

Grade	Numbers
9	308
10	750
11	1,274
12	6
Total	2,338

SYIP Risk Factors	Count
Foster Care	12
ELL	137
Truancy*	0
SPED	623
Free/Reduced Price Lunch	1,756

\*Students who have 15 unexcused absences within a 90-day calendar period.

## QUALITY--“How well will we do it?”

The three satisfaction surveys that measured student, internship provider and teacher supervisor satisfaction can be found in **Appendix A**.

Overall satisfaction results indicate:

Youth satisfied with program	96.62%
Employers satisfied with interns	99.60%
Instructors satisfied with program	98.61%

To view the full reports that include comments, please click on the following links:

<a href="#">SYIP Student Survey with Responses</a>	98.15% Response Rate
<a href="#">SYIP Internship Provider Survey with Responses</a>	100% Response Rate
<a href="#">SYIP Teacher Survey with Responses</a>	100% Response Rate

## OUTCOMES – “Is Anyone Better Off”

Of the students who applied for the SYIP, 66% of the students met the outcome on improvement of employability skills by having completed the online internship program competency tool.

Of the 2,321 students who completed the program, 99.9% of these students passed the course with a rate of 70% or higher.

## COMMISSION DISTRICT MAPS

Please see **Appendix B** for three County Commission District Maps.

Map 1: SYIP Count per School

Map 2: SYIP Student Address

Map 3: SYIP Company Address

# **2021 Student Self - Evaluation - Assignment for Week 3 Results**

***Published: 9/13/2021***



## Appendix A

### **SURVEY OVERVIEW** **4**

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DESCRIPTION	4
INSTRUCTIONS PROVIDED TO RESPONDENTS	4
RESPONDENT METRICS	4

### **SURVEY RESULTS** **5**

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SECTION - WORK ENVIRONMENT   EVALUATE YOUR WORK ENVIRONMENT BY SELECTING THE NUMBER THAT BEST DESCRIBES HOW YOU FEEL. EXPLAIN THE RATIONALE FOR ANY RATING OTHER THAN	5
INSTRUCTIONS PROVIDED TO RESPONDENTS	5
1. Which industry represents your internship?	5
2. Which of the following describes the position you held as an intern?	6
3. Employees in my department understood their job requirements and went about meeting them.	7
4. I knew the requirements of my internship assignment after completing Odysseyware Pre-Internship online course.	8
5. Employees in my department cooperate with each other in order to get the job done.	9
6. Care was taken to ensure the work area was pleasant for all employees.	10
7. My internship experience gave me a feeling of personal accomplishment.	11
8. I was able to use my talents and abilities in accomplishing my duties.	12

SECTION - INTERNSHIP WORKPLACE SUPERVISOR   EVALUATE YOUR INTERNSHIP WORKPLACE SUPERVISOR BY SELECTING THE NUMBER THAT BEST DESCRIBES HIS/HER ROLE. EXPLAIN THE RATIONALE FOR ANY NUMBER	13
INSTRUCTIONS PROVIDED TO RESPONDENTS	13
10. Ability to motivate employees	13
11. Ability to delegate authority	14
12. Ability to solve work-related problems	15
13. Sense of fairness	16
14. Ability to communicate effectively with employees	17
15. Ability to be diplomatic and to provide performance feedback	18
16. Comments or concerns	

SECTION - INTERNSHIP EXPERIENCE   USE THE CRITERIA BELOW TO EVALUATE YOUR OVERALL INTERNSHIP EXPERIENCE.	19
INSTRUCTIONS PROVIDED TO RESPONDENTS	19
17. I was extremely pleased with the pre-placement process at my school?	19
18. My internship experience broadened my work-related knowledge?	20
19. The remote or hybrid (remote/on-site) internship was an effective use of my time and skills?	21
20. I was satisfied with the opportunity to learn varied tasks within my department?	22
21. The information/guidance I received from my school contact (teacher champion/lead teacher) was helpful?	23
22. The information/guidance I received from my Internship Teacher Supervisor was helpful?	24
23. The information/guidance I received from my Internship Workplace Supervisor was helpful?	25
SECTION - OVERALL EXPERIENCE   TAKING EVERYTHING INTO CONSIDERATION, PLEASE INDICATE YOUR SATISFACTION WITH THE FOLLOWING COMPONENTS OF YOUR INTERNSHIP:	26

## Appendix A

INSTRUCTIONS PROVIDED TO RESPONDENTS	26
24. Your weekly internship assignments?	26
25. Your work environment?	27
26. The company you were assigned?	28
27. The internship program?	29

## Survey Overview

### Description

Student Evaluation - Assignment for Week 3

### Instructions Provided To Respondents

The questions that follow ask you to evaluate your internship experience. Your input in completing this questionnaire will assist us in improving the existing program. Please complete the evaluation and your Internship Teacher Supervisor will receive the results electronically and grade it as your Week 3 assignment.

### Respondent Metrics

Respondents: 2278

First Response: 7/13/2021 01:04 PM

Last Response: 8/10/2021 11:30 PM

## Survey Results

The following is a graphical depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each graph.

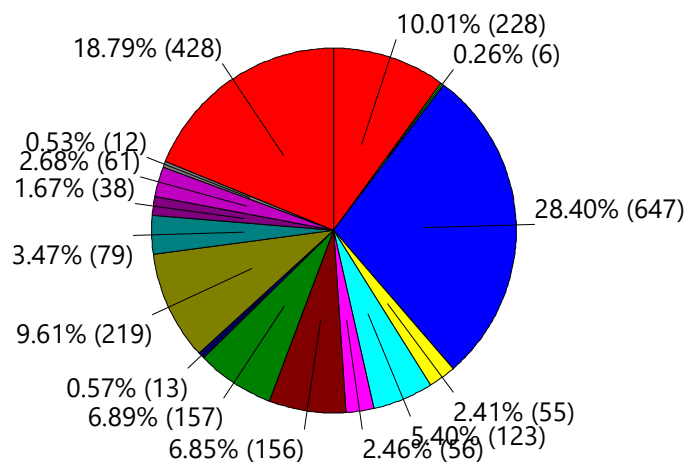
Section - Work Environment | Evaluate your work environment by selecting the number that best describes how you feel. Explain the rationale for any rating other than

### Instructions Provided To Respondents

For questions 3-7, please use the following rating scale: Strongly Agree 4 • Agree 3 • Disagree 2 • Strongly Disagree 1

#### 1. Which industry represents your internship?

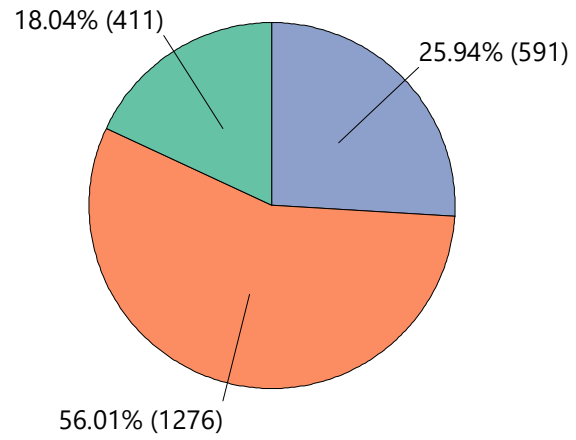
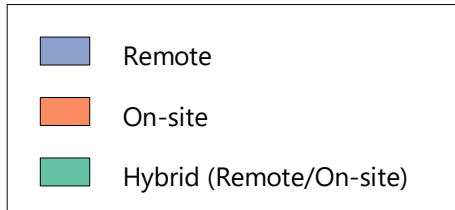
Min: 1.00 — Max: 15.00 — Mean: 7.34 — Mode: 3.00 — Median: 7.00 — Std Dev: 4.87



## Appendix A

### 2. Which of the following describes the position you held as an intern?

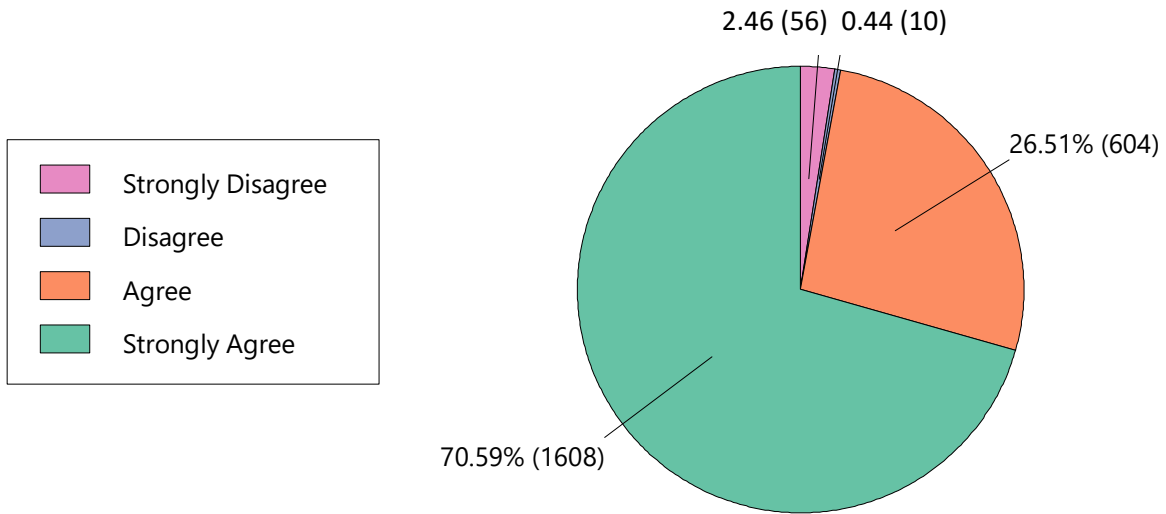
Min: 1.00 Max: 3.00 Mean: 1.92 Mode: 2.00 Median: 2.00 Std Dev: 0.66



## Appendix A

*3. Employees in my department understood their job requirements and went about meeting them.*

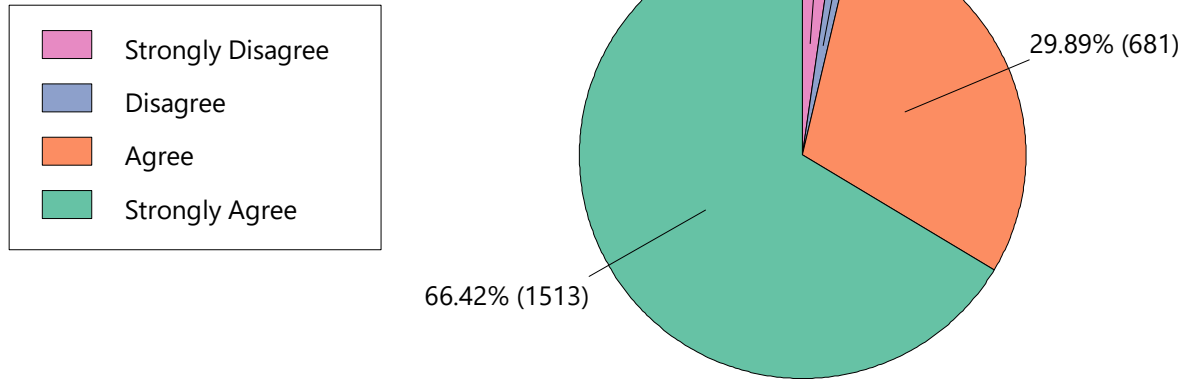
Min: 1.00 Max: 4.00 Mean: 3.65 Mode: 4.00 Median: 4.00 Std Dev: 0.62



## Appendix A

4. *I knew the requirements of my internship assignment after completing Odysseyware Pre-Internship online course.*

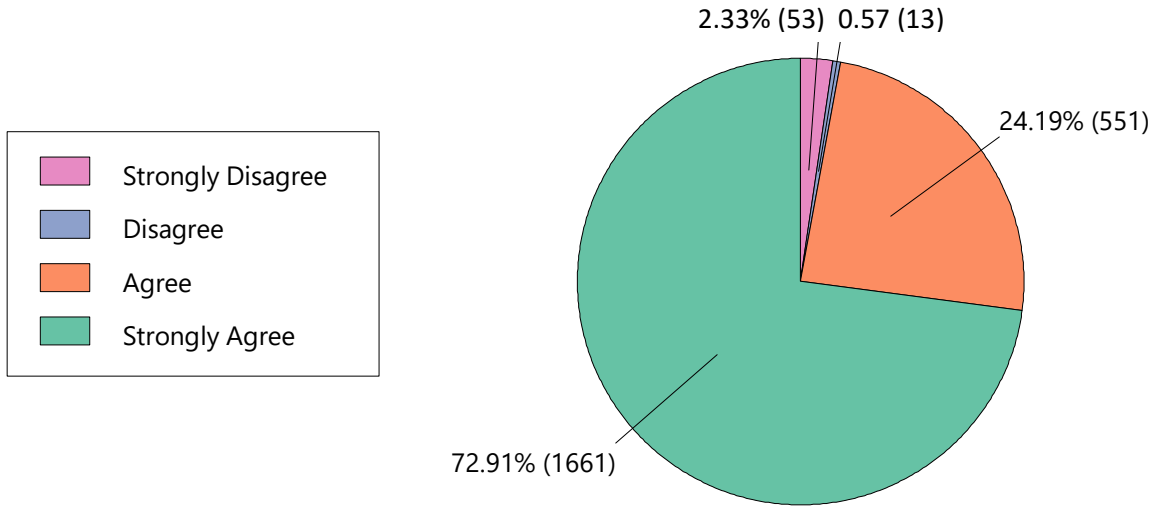
Min: 1.00 Max: 4.00 Mean: 3.60 Mode: 4.00 Median: 4.00 Std Dev: 0.64



## Appendix A

*5. Employees in my department cooperate with each other in order to get the job done.*

Min: 1.00 Max: 4.00 Mean: 3.68 Mode: 4.00 Median: 4.00 Std Dev: 0.61

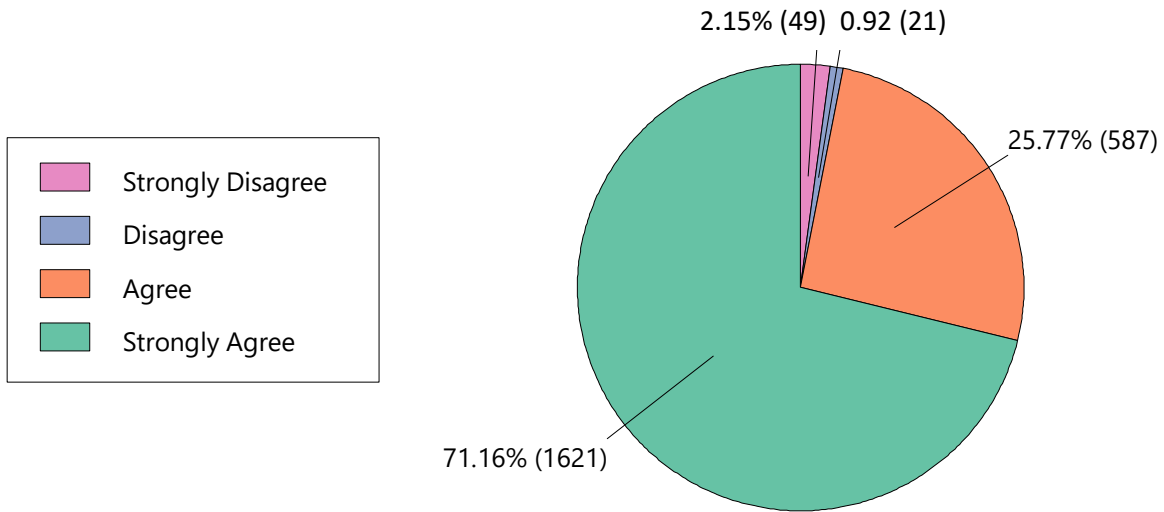




## Appendix A

6. Care was taken to ensure the work area was pleasant for all employees.

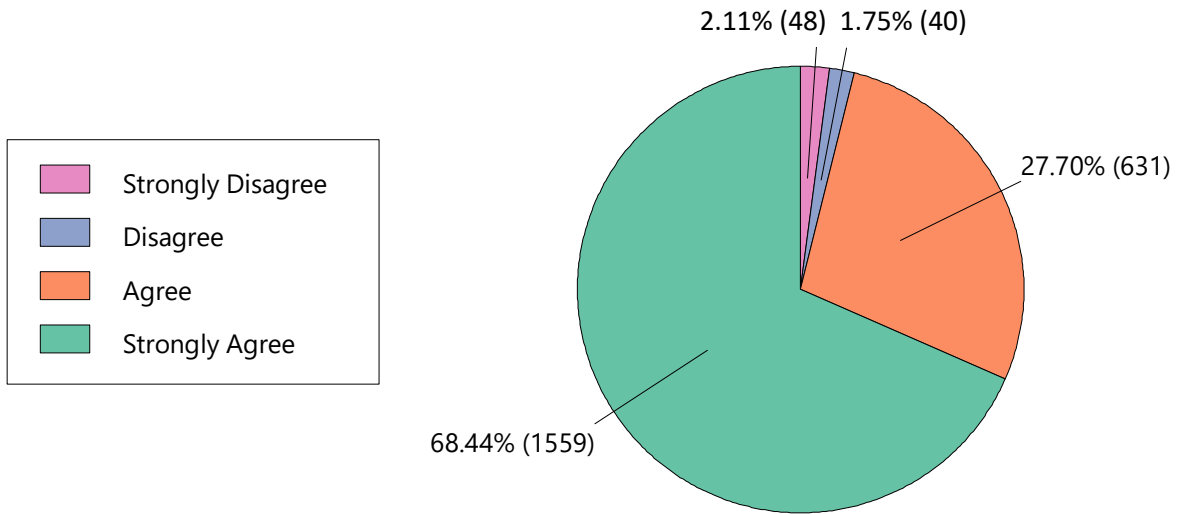
Min: 1.00 Max: 4.00 Mean: 3.66 Mode: 4.00 Median: 4.00 Std Dev: 0.61



## Appendix A

7. *My internship experience gave me a feeling of personal accomplishment.*

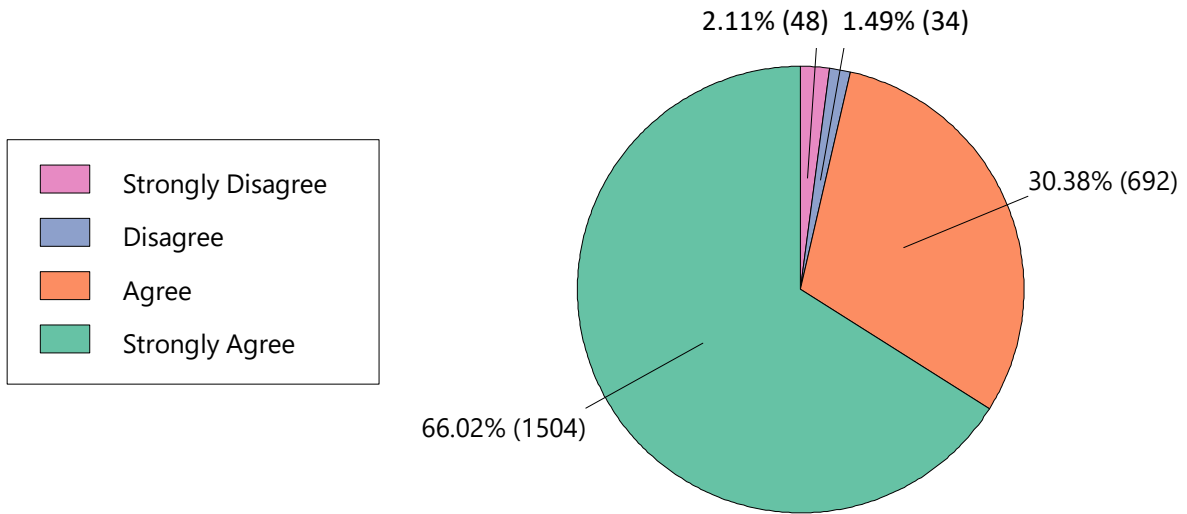
Min: 1.00 Max: 4.00 Mean: 3.62 Mode: 4.00 Median: 4.00 Std Dev: 0.63



## Appendix A

8. *I was able to use my talents and abilities in accomplishing my duties.*

Min: 1.00 Max: 4.00 Mean: 3.60 Mode: 4.00 Median: 4.00 Std Dev: 0.63



## Appendix A

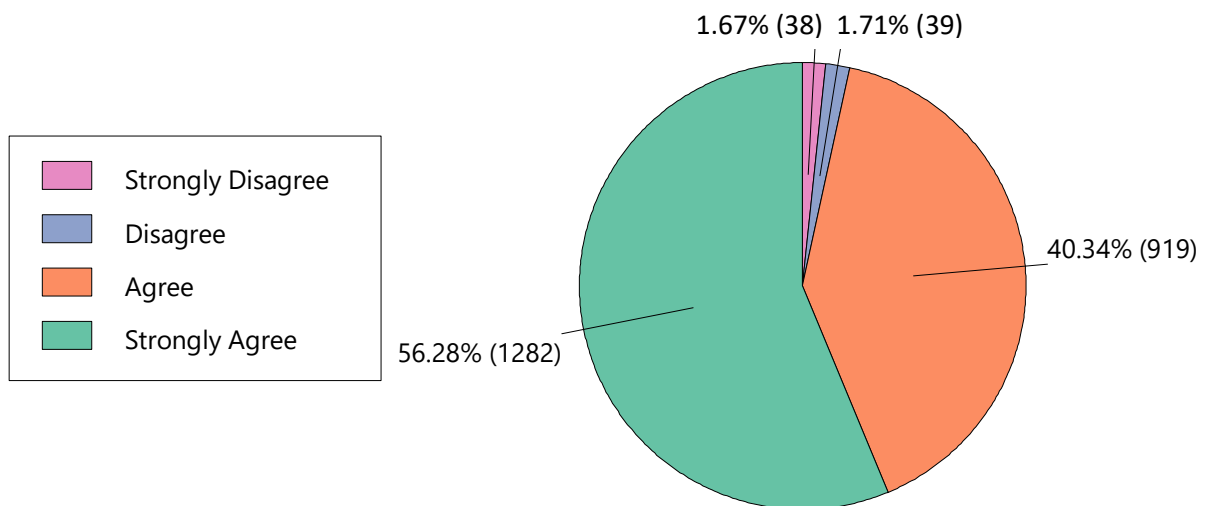
Section - Internship Workplace Supervisor | Evaluate your Internship Workplace Supervisor by selecting the number that best describes his/her role. Explain the rationale for any number

Instructions Provided To Respondents

Please use the following rating scale: Strongly Agree 4 • Agree 3 • Disagree 2 • Strongly Disagree 1

### 10. Ability to motivate employees

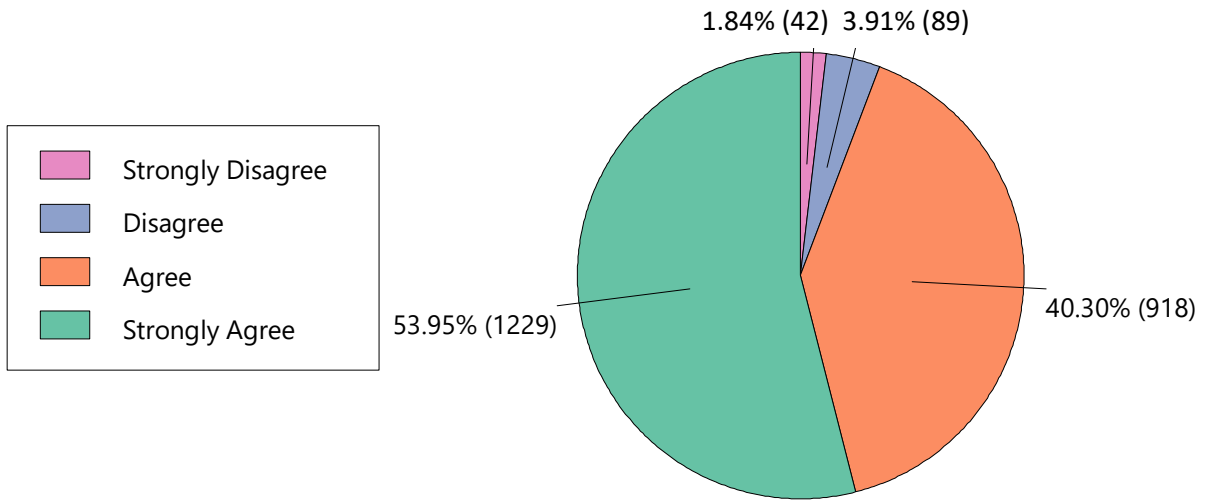
Min: 1.00 Max: 4.00 Mean: 3.51 Mode: 4.00 Median: 4.00 Std Dev: 0.62



## Appendix A

### 11. Ability to delegate authority

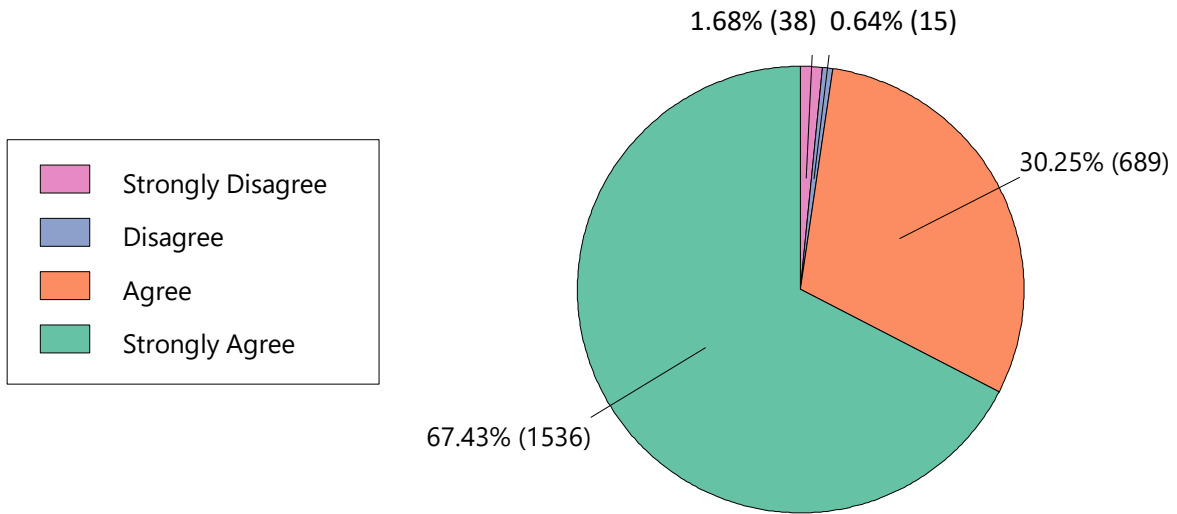
Min: 1.00 Max: 4.00 Mean: 3.46 Mode: 4.00 Median: 4.00 Std Dev: 0.66



## Appendix A

### 12. Ability to solve work-related problems

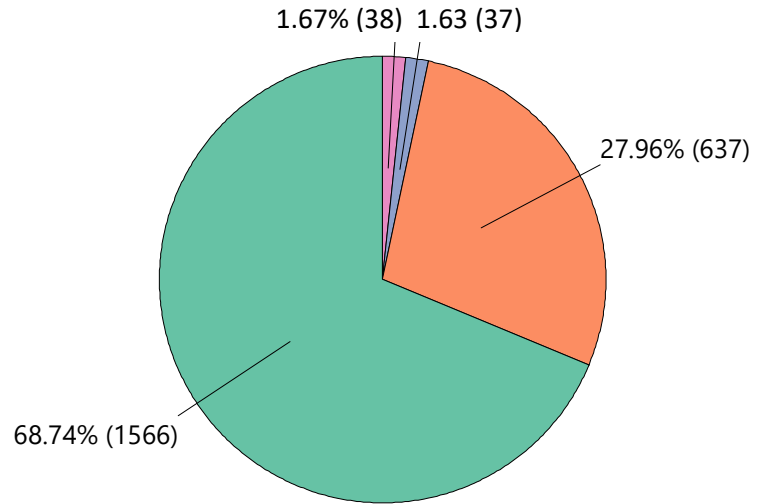
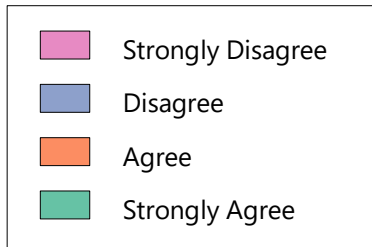
Min: 1.00 Max: 4.00 Mean: 3.64 Mode: 4.00 Median: 4.00 Std Dev: 0.58



## Appendix A

### 13. *Sense of fairness*

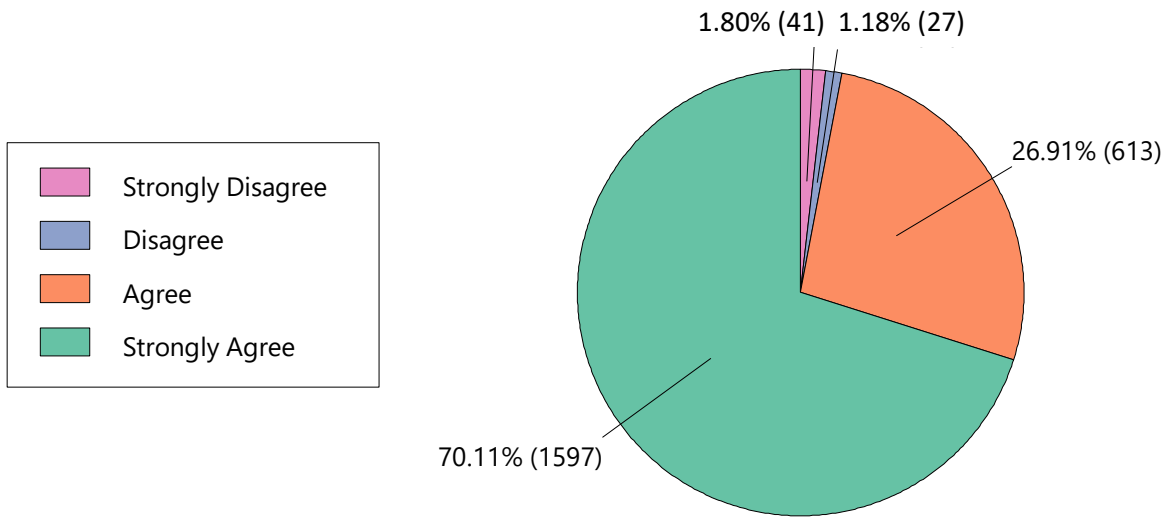
Min: 1.00 Max: 4.00 Mean: 3.64 Mode: 4.00 Median: 4.00 Std Dev: 0.60



## Appendix A

### 14. Ability to communicate effectively with employees

Min: 1.00 Max: 4.00 Mean: 3.65 Mode: 4.00 Median: 4.00 Std Dev: 0.60

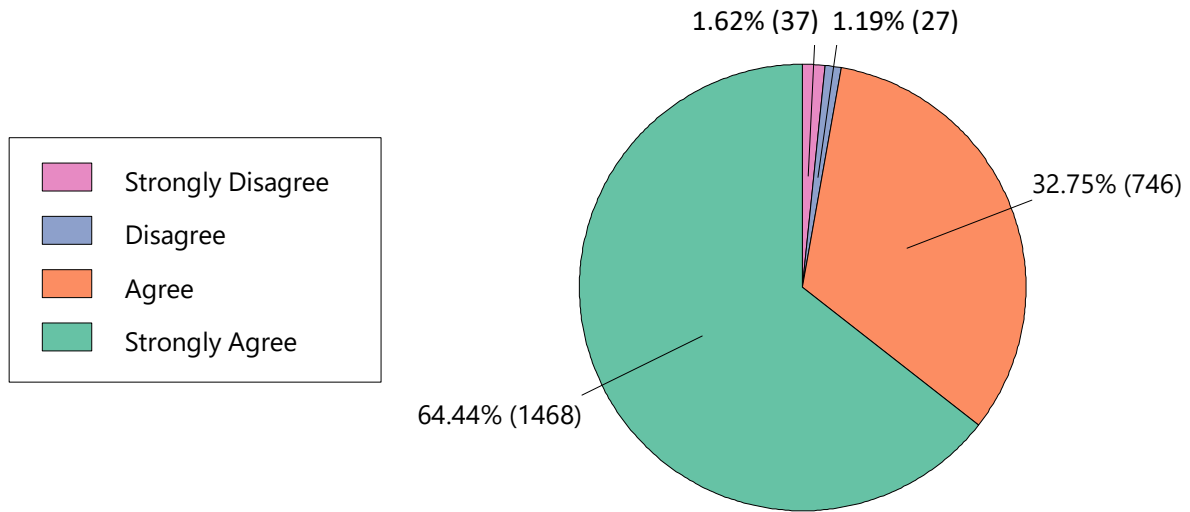




## Appendix A

### 15. *Ability to be diplomatic and to provide performance feedback*

Min: 1.00 Max: 4.00 Mean: 3.60 Mode: 4.00 Median: 4.00 Std Dev: 0.60



## Appendix A

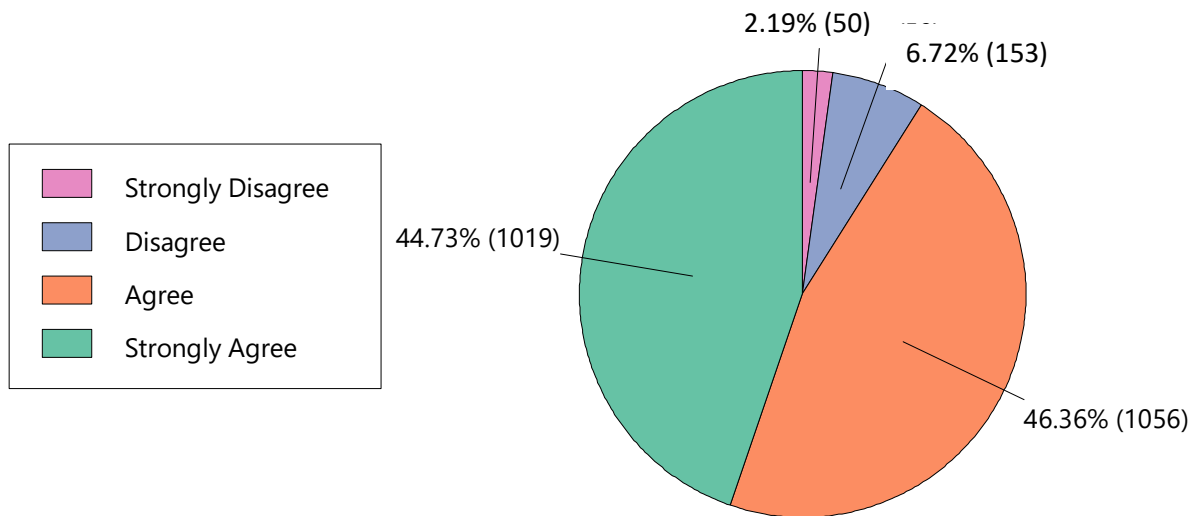
Section - Internship Experience | Use the criteria below to evaluate your overall internship experience.

Instructions Provided To Respondents

Please use the following rating scale: Strongly Agree 4 • Agree 3 • Disagree 2 • Strongly Disagree 1

*17. I was extremely pleased with the pre-placement process at my school?*

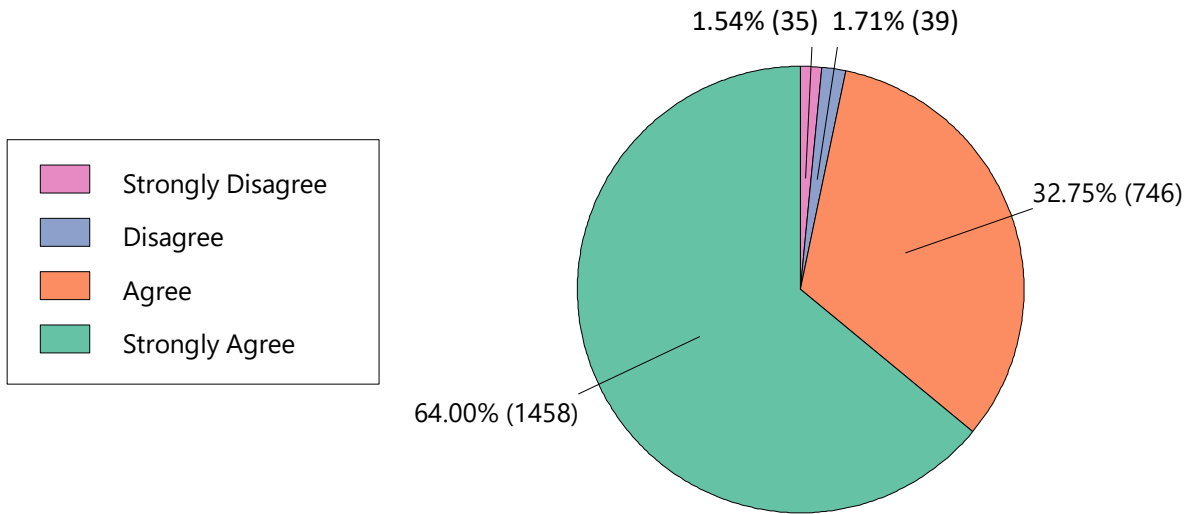
Min: 1.00 Max: 4.00 Mean: 3.34 Mode: 3.00 Median: 3.00 Std Dev: 0.70



## Appendix A

### 18. *My internship experience broadened my work-related knowledge?*

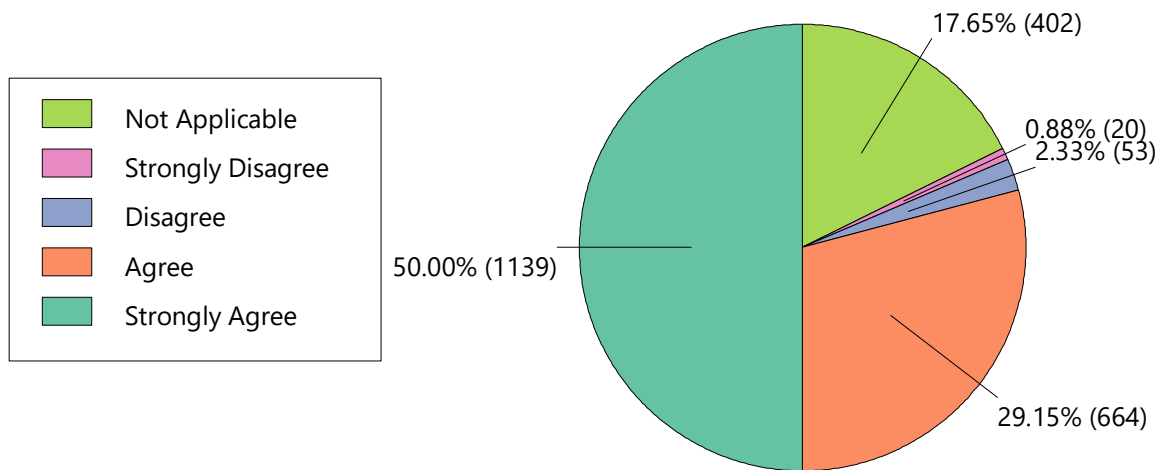
Min: 1.00 Max: 4.00 Mean: 3.59 Mode: 4.00 Median: 4.00 Std Dev: 0.61



## Appendix A

19. *The remote or hybrid (remote/on-site) internship was an effective use of my time and skills?*

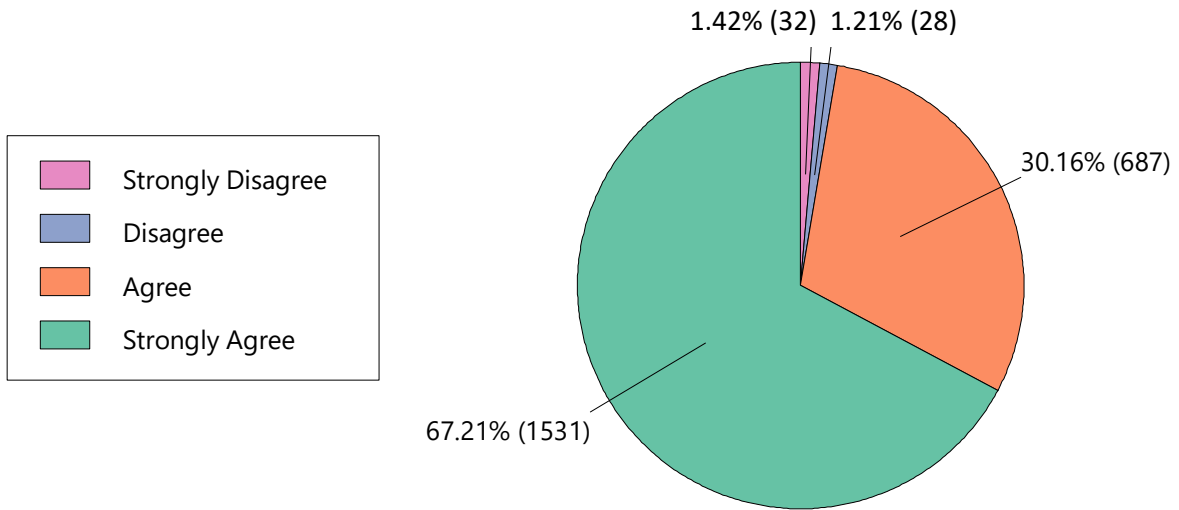
Min: 1.00 Max: 5.00 Mean: 3.93 Mode: 5.00 Median: 4.50 Std Dev: 1.46



## Appendix A

20. *I was satisfied with the opportunity to learn varied tasks within my department?*

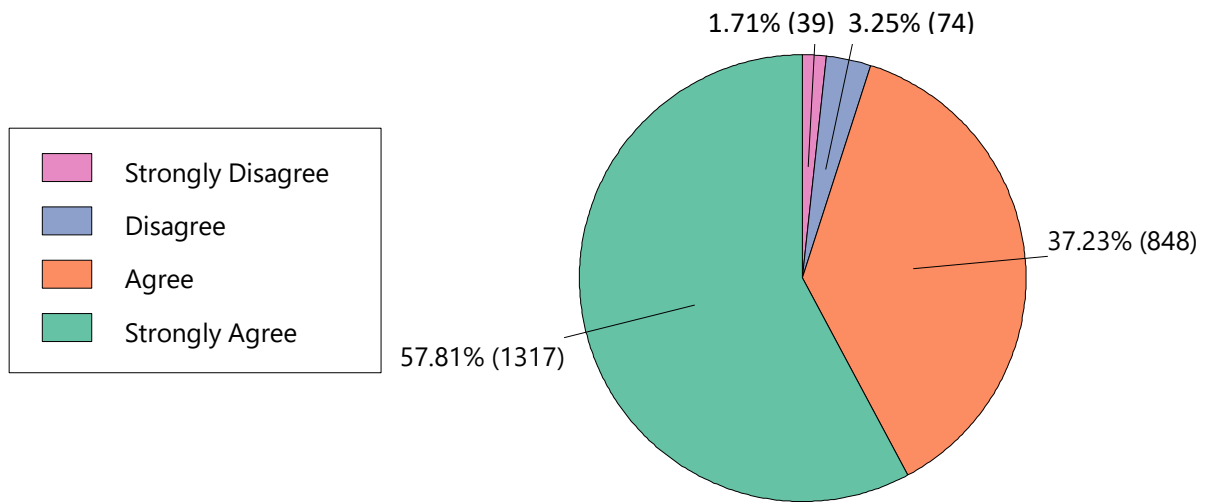
Min: 1.00 Max: 4.00 Mean: 3.63 Mode: 4.00 Median: 4.00 Std Dev: 0.58



## Appendix A

21. *The information/guidance I received from my school contact (teacher champion/lead teacher) was helpful?*

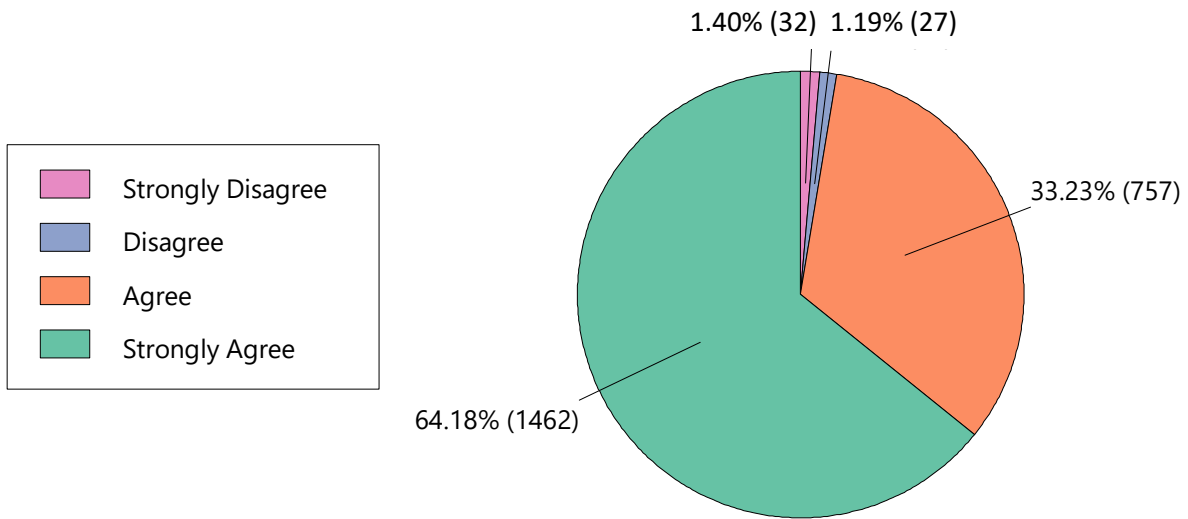
Min: 1.00 Max: 4.00 Mean: 3.51 Mode: 4.00 Median: 4.00 Std Dev: 0.65



## Appendix A

### 22. *The information/guidance I received from my Internship Teacher Supervisor was helpful?*

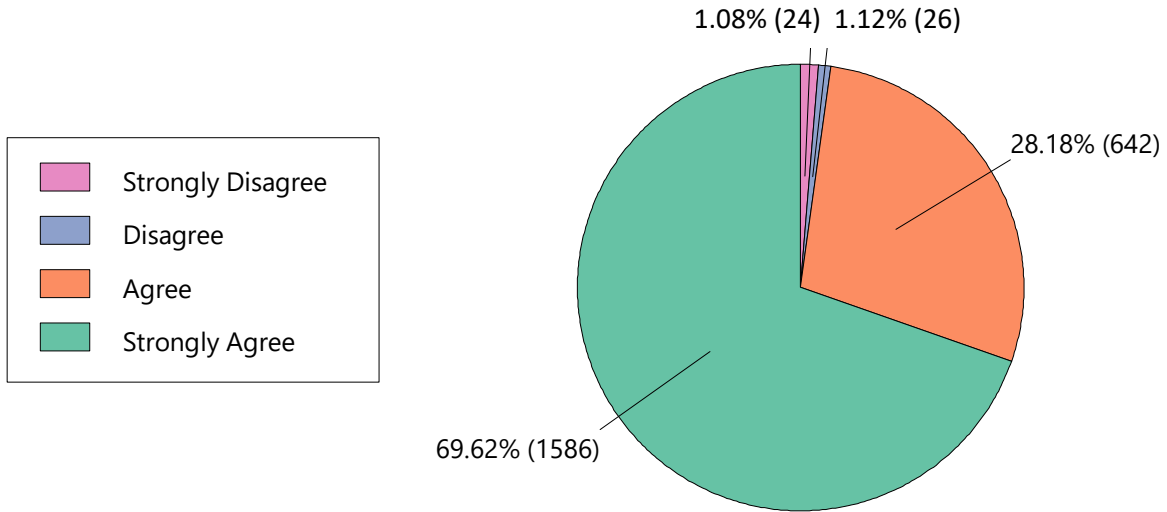
Min: 1.00 Max: 4.00 Mean: 3.60 Mode: 4.00 Median: 4.00 Std Dev: 0.59



## Appendix A

### 23. *The information/guidance I received from my Internship Workplace Supervisor was helpful?*

Min: 1.00 Max: 4.00 Mean: 3.66 Mode: 4.00 Median: 4.00 Std Dev: 0.57





## Appendix A

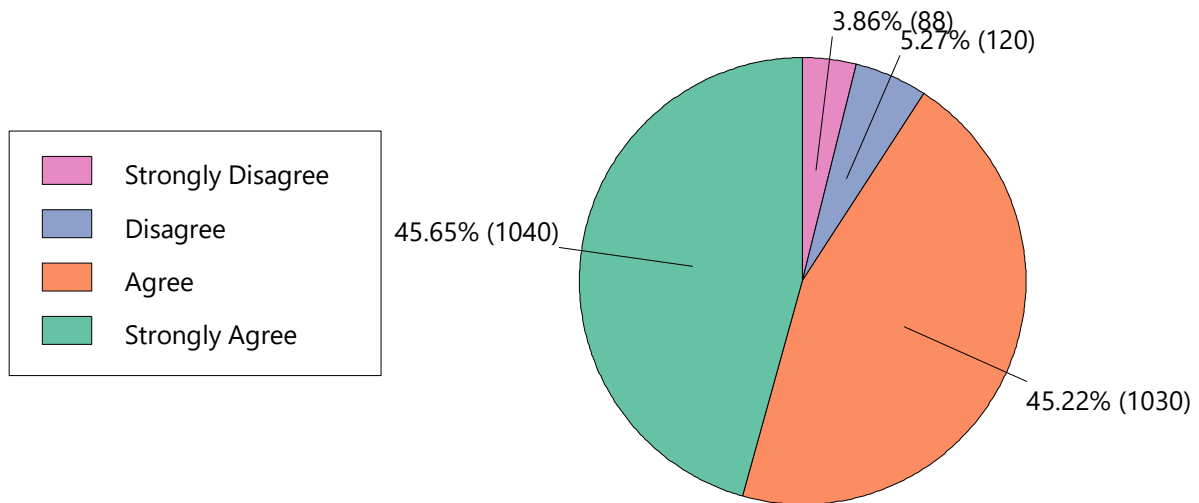
Section - Overall Experience | Taking everything into consideration, please indicate your satisfaction with the following components of your internship:

Instructions Provided To Respondents

Please use the following rating scale: Strongly Agree 4 • Agree 3 • Disagree 2 • Strongly Disagree 1

### 24. Your weekly internship assignments?

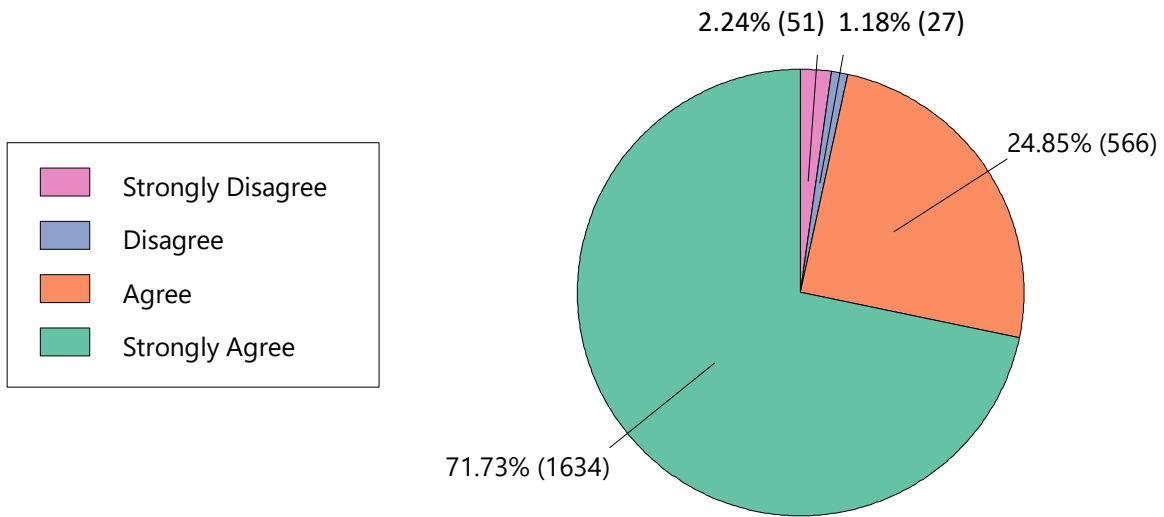
Min: 1.00 Max: 4.00 Mean: 3.33 Mode: 4.00 Median: 3.00 Std Dev: 0.75



## Appendix A

### 25. *Your work environment?*

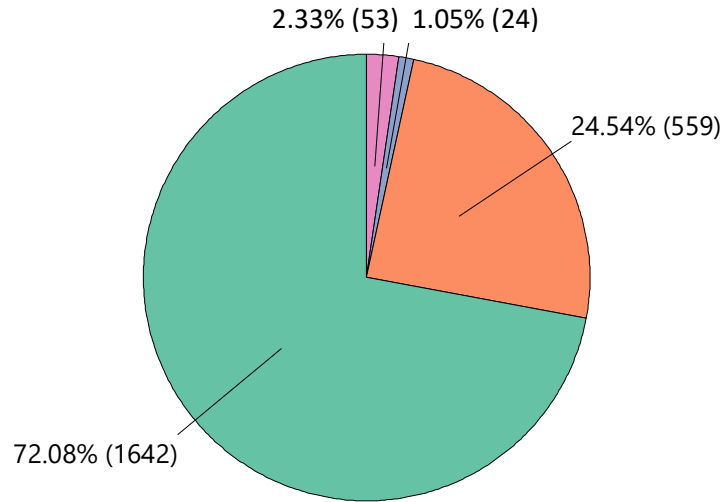
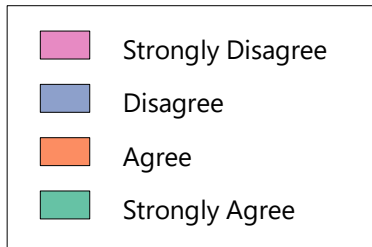
Min: 1.00 Max: 4.00 Mean: 3.66 Mode: 4.00 Median: 4.00 Std Dev: 0.62



## Appendix A

### 26. *The company you were assigned?*

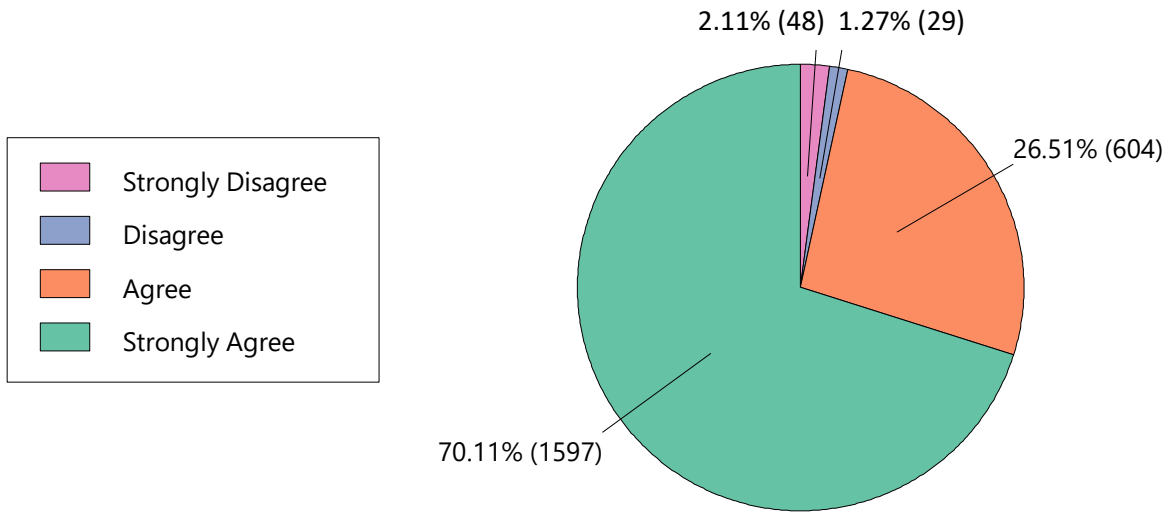
Min: 1.00 Max: 4.00 Mean: 3.66 Mode: 4.00 Median: 4.00 Std Dev: 0.62



## Appendix A

### 27. *The internship program?*

Min: 1.00 Max: 4.00 Mean: 3.65 Mode: 4.00 Median: 4.00 Std Dev: 0.62



# **2021 Internship Provider Assessment of Student Work and Program Evaluation Results**

***Published: 9/13/2021***

## Appendix A

<b>SURVEY OVERVIEW</b>	<b>4</b>
INSTRUCTIONS PROVIDED TO RESPONDENTS	4
RESPONDENT METRICS	4
<b>SURVEY RESULTS</b>	<b>5</b>
SECTION - STUDENT EVALUATION	5
INSTRUCTIONS PROVIDED TO RESPONDENTS	5
1. Behaves ethically	5
2. Listens attentively	6
3. Comprehends information	7
4. Communicates verbally	8
5. Communicates in writing	9
6. Practices workplace safety procedures	10
7. Maintains a positive attitude	11
8. Responds appropriately to directions by supervisor	12
9. Uses time wisely	13
10. Manages time wisely	14
11. Strives to do an excellent job	15
12. Collaborates with co-workers	16
13. Maintains a professionally-groomed appearance	17
14. Adapts to diverse situations	18
15. Uses necessary technology	19
16. Is punctual	20
17. Takes initiative in appropriate ways	21
18. Asks appropriate questions	22
19. Seeks to learn	23
20. Prioritizes tasks appropriately	24
21. Takes initiative	25
22. Shows appropriate persistence	26
23. Completes assigned tasks	27
24. Exhibits professional behavior as defined by the industry or field	28
25. Understands career requirements in the industry or field	29
26. Understands the culture, etiquette, and practices of the workplace/organization	30
27. Please contribute any additional observations or explanations of your ratings; particularly if the ratings are "excellent" or "needs improvement.	<b>Error! Bookmark not defined.</b>
28. What grade would you give this student for their internship experience?	31
SECTION - POSITION-SPECIFIC TECHNICAL SKILLS PLEASE LIST ONE POSITION-SPECIFIC TECHNICAL SKILLS OF PARTICULAR SIGNIFICANCE IN YOUR INDUSTRY, OCCUPATION, WORKPLACE, OR PROJECT THAT THE STUDENT WAS CLEARLY EXPECTED TO DEMONSTRATE DURING THE INTERNSHIP.	<b>Error! Bookmark not defined.</b>
INSTRUCTIONS PROVIDED TO RESPONDENTS	<b>Error! Bookmark not defined.</b>

## Appendix A

29. Please list one position-specific technical skill of particular significance in your industry, occupation, workplace, or project that the student was clearly expected to demonstrate during the internship i.e., computer networking, accounting skills, event planning, and second language fluency. **Error! Bookmark not defined.**

30. Please rate the technical skill listed above according to the rating scale below: 1 Skill Falls Below Expectations 2 Skill Approaches Expectations 3 Skill Meets Expectations 4 Skill Exceeds Expectations

	32
SECTION - PROGRAM EVALUATION	33
INSTRUCTIONS PROVIDED TO RESPONDENTS	33
31. Which industry represents your company?	33
32. What type of internship experience did your company offer?	34
33. Employer orientation session held (May 18 or May 25, 2021)	35
34. Employer resource Miami.getmyinterns.org website	36
35. Information provided about the internship (e-mail communications, website, promotional materials)	37
36. District support provided by SYIP Staff	38
37. The SYIP Program provided a meaningful way for our company to support student success and develop workplace and leadership skills.	39
38. The remote or hybrid (remote/on-site) internship was an effective use of my company's time and resources.	40
39. What are the strengths and/or weaknesses of the program?	
40. How can the program be improved?	
41. If given a choice in the future, would you prefer providing a remote or hybrid (remote/on-site) internship instead of an on-site internship?	41
42. After participating in the internship program, would your company be interested in hiring your intern during the school year or after graduation?	42

## Survey Overview

### Instructions Provided To Respondents

Please answer questions as they relate to you. For most answers, select the appropriate response most applicable to you or fill in the blanks.

### Respondent Metrics

Respondents: 2331

First Response: 7/22/2021 12:00 AM

Last Response: 8/10/2021 11:30 PM



## Survey Results

The following is a graphical depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each graph.

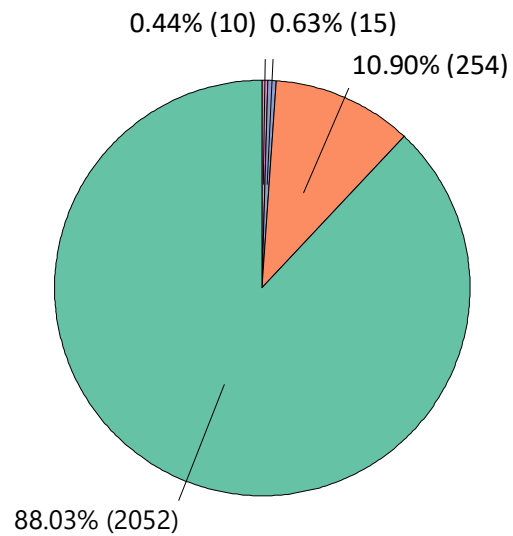
### Section - Student Evaluation

#### Instructions Provided To Respondents

Rate the student on each of the following skills and behaviors by selecting the appropriate response. Choose "not applicable" if the skill or behavior listed is not relevant to the student's responsibilities or if you have not had an opportunity to observe it.

#### 1. Behaves ethically

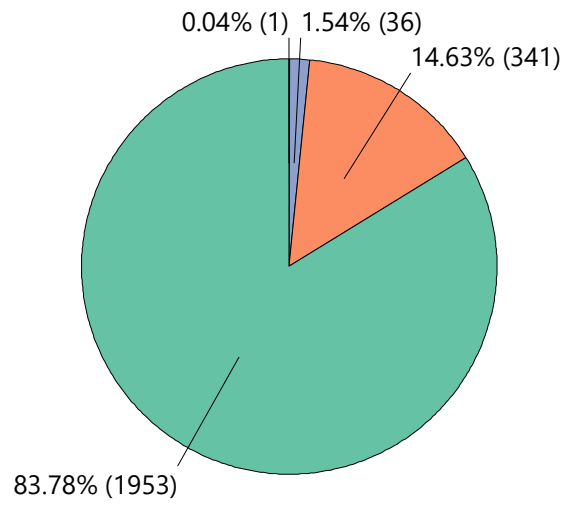
Min: 1.00 Max: 4.00 Mean: 3.87 Mode: 4.00 Median: 4.00 Std Dev: 0.39



## Appendix A

### 2. *Listens attentively*

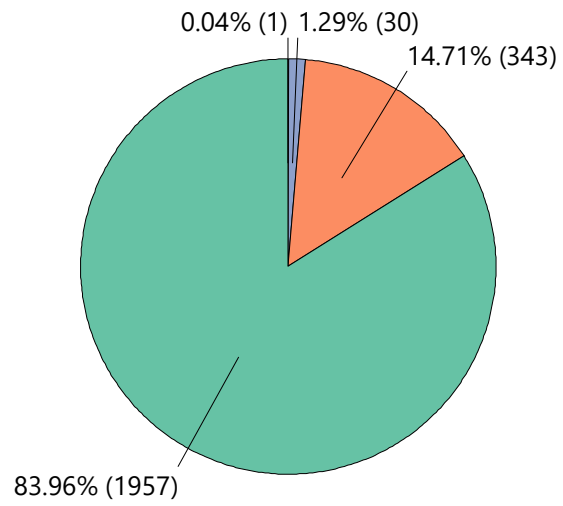
Min: 1.00 Max: 4.00 Mean: 3.82 Mode: 4.00 Median: 4.00 Std Dev: 0.42



## Appendix A

### 3. *Comprehends information*

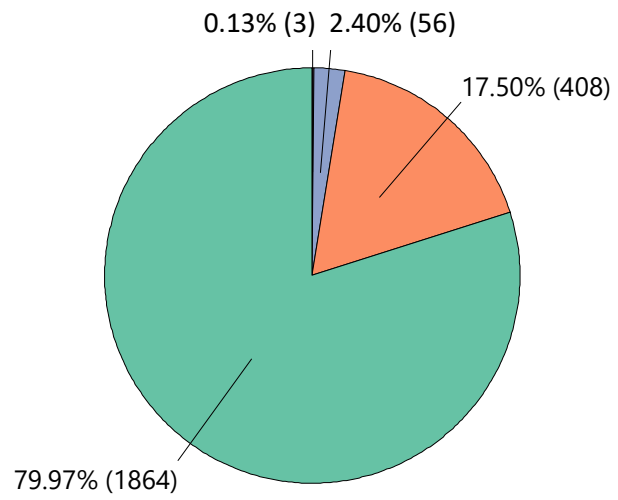
Min: 1.00 Max: 4.00 Mean: 3.83 Mode: 4.00 Median: 4.00 Std Dev: 0.41



## Appendix A

### 4. *Communicates verbally*

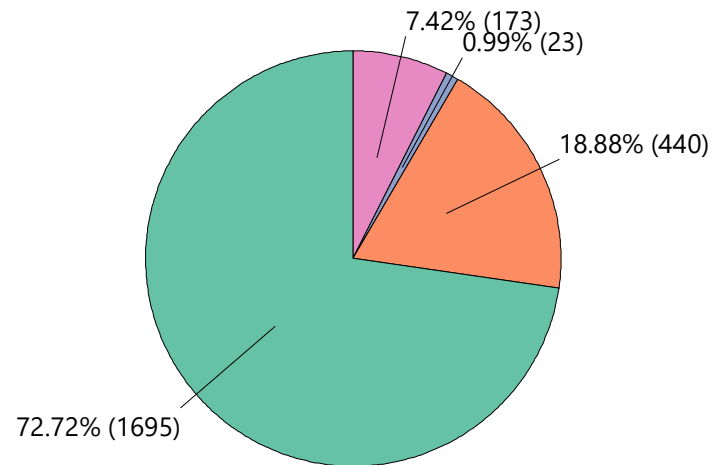
Min: 1.00 Max: 4.00 Mean: 3.77 Mode: 4.00 Median: 4.00 Std Dev: 0.48



## Appendix A

### 5. *Communicates in writing*

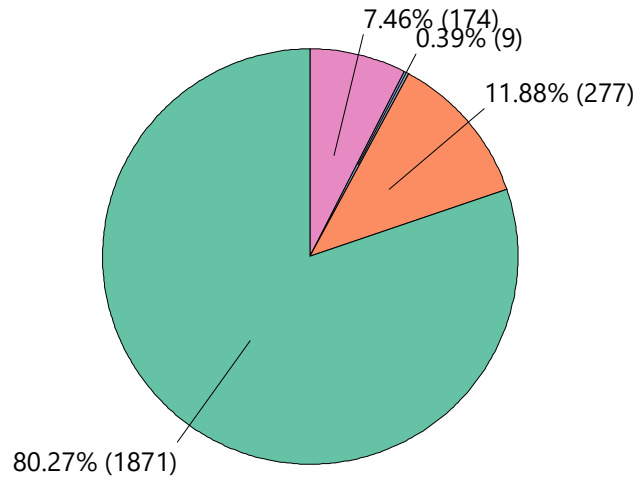
Min: 1.00 Max: 4.00 Mean: 3.57 Mode: 4.00 Median: 4.00 Std Dev: 0.84



## Appendix A

### 6. Practices workplace safety procedures

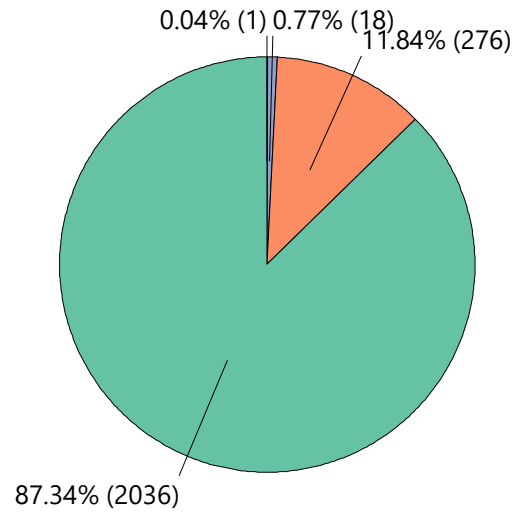
Min: 1.00 Max: 4.00 Mean: 3.65 Mode: 4.00 Median: 4.00 Std Dev: 0.83



## Appendix A

### 7. *Maintains a positive attitude*

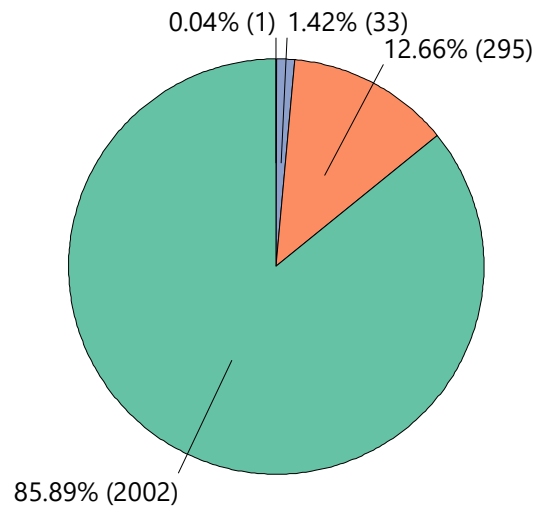
Min: 1.00 Max: 4.00 Mean: 3.86 Mode: 4.00 Median: 4.00 Std Dev: 0.37



## Appendix A

### 8. Responds appropriately to directions by supervisor

Min: 1.00 Max: 4.00 Mean: 3.84 Mode: 4.00 Median: 4.00 Std Dev: 0.40

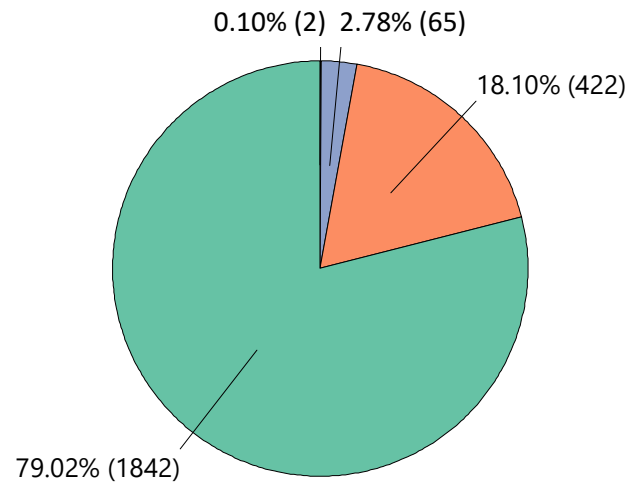




## Appendix A

### 9. Uses time wisely

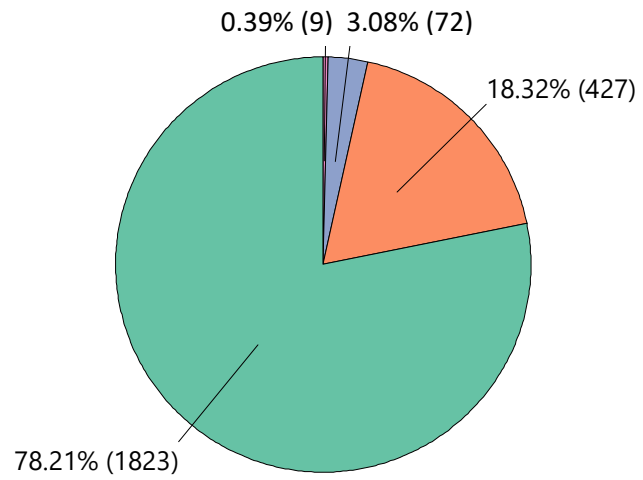
Min: 1.00 Max: 4.00 Mean: 3.76 Mode: 4.00 Median: 4.00 Std Dev: 0.49



## Appendix A

### 10. *Manages time wisely*

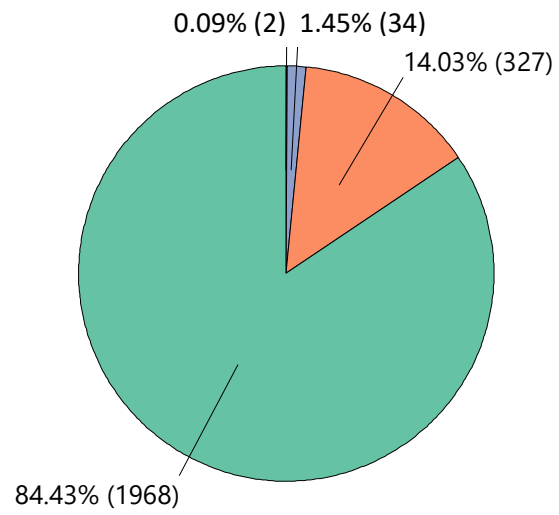
Min: 1.00 Max: 4.00 Mean: 3.74 Mode: 4.00 Median: 4.00 Std Dev: 0.53



## Appendix A

### 11. *Strives to do an excellent job*

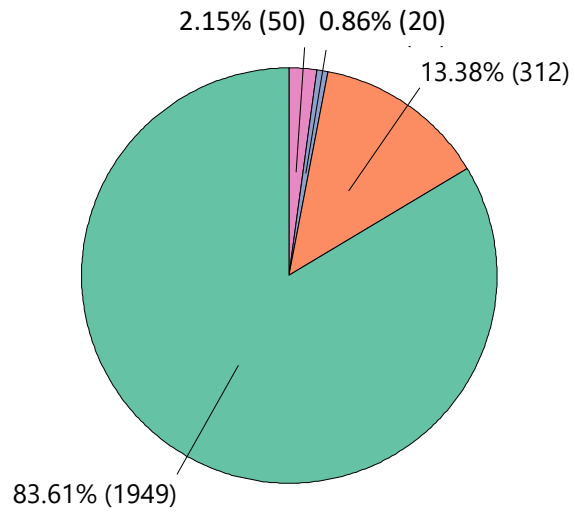
Min: 1.00 Max: 4.00 Mean: 3.83 Mode: 4.00 Median: 4.00 Std Dev: 0.42



## Appendix A

### 12. *Collaborates with co-workers*

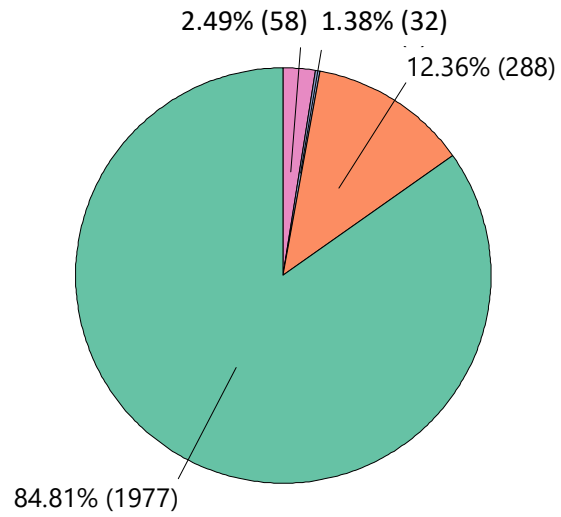
Min: 1.00 Max: 4.00 Mean: 3.78 Mode: 4.00 Median: 4.00 Std Dev: 0.56



## Appendix A

### 13. *Maintains a professionally-groomed appearance*

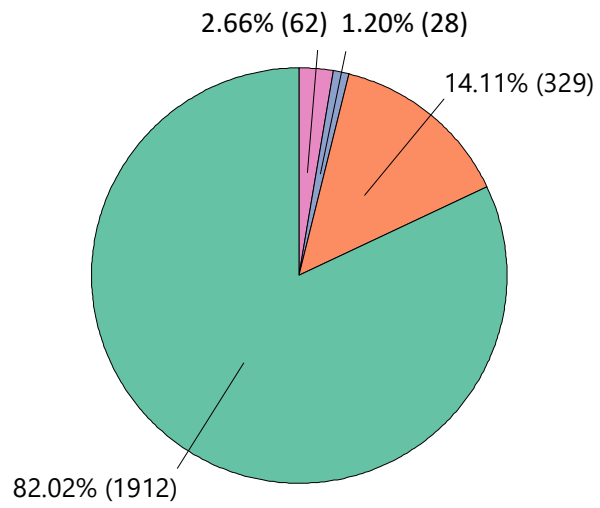
Min: 1.00 Max: 4.00 Mean: 3.79 Mode: 4.00 Median: 4.00 Std Dev: 0.56



## Appendix A

### 14. Adapts to diverse situations

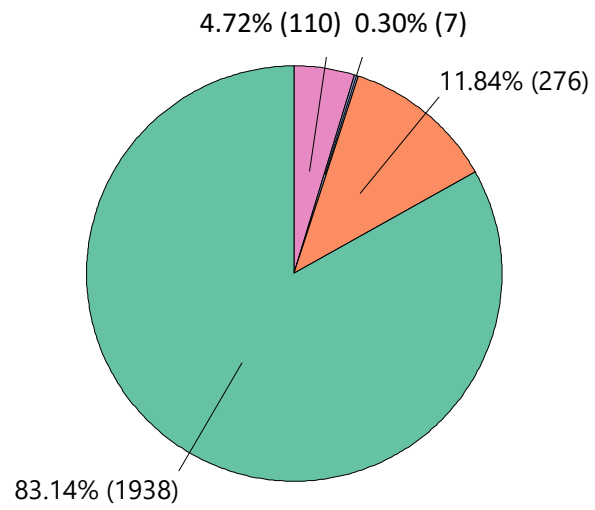
Min: 1.00 Max: 4.00 Mean: 3.76 Mode: 4.00 Median: 4.00 Std Dev: 0.61



## Appendix A

### 15. *Uses necessary technology*

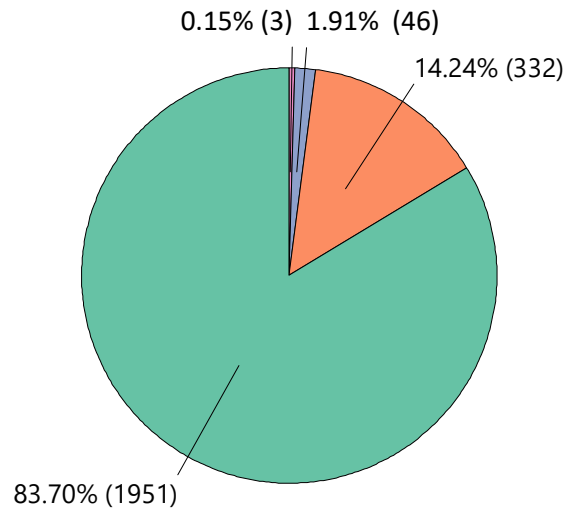
Min: 1.00 Max: 4.00 Mean: 3.73 Mode: 4.00 Median: 4.00 Std Dev: 0.70



## Appendix A

### 16. *Is punctual*

Min: 1.00 Max: 4.00 Mean: 3.81 Mode: 4.00 Median: 4.00 Std Dev: 0.46



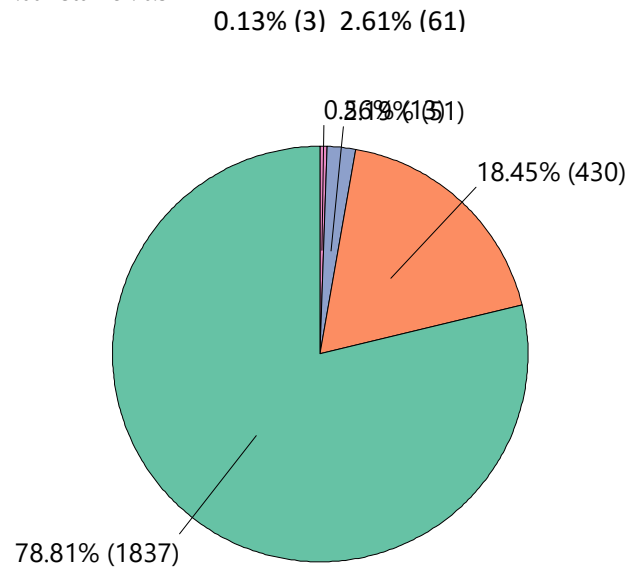


## Appendix A

### 17. Takes initiative in appropriate ways



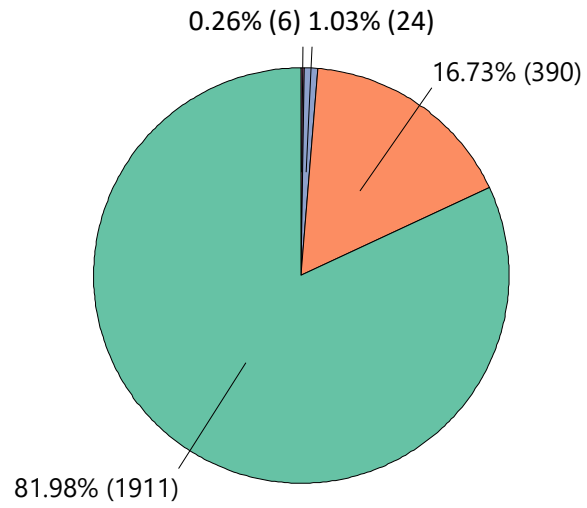
Min: 1.00 Max: 4.00 Mean: 3.76 Mode: 4.00 Median: 4.00 Std Dev: 0.51



## Appendix A

### 18. Asks appropriate questions

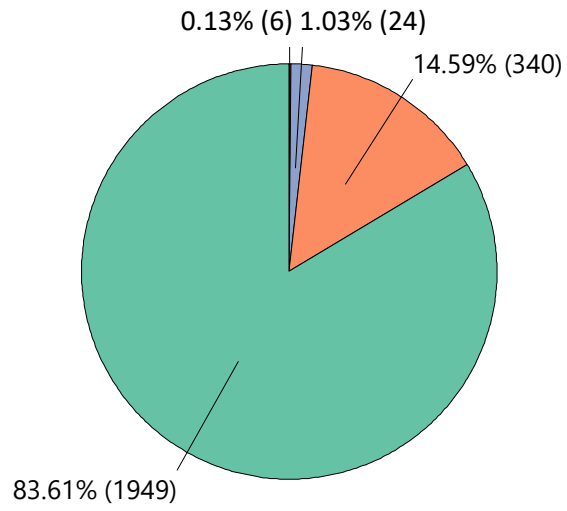
Min: 1.00 Max: 4.00 Mean: 3.80 Mode: 4.00 Median: 4.00 Std Dev: 0.44



## Appendix A

### 19. *Seeks to learn*

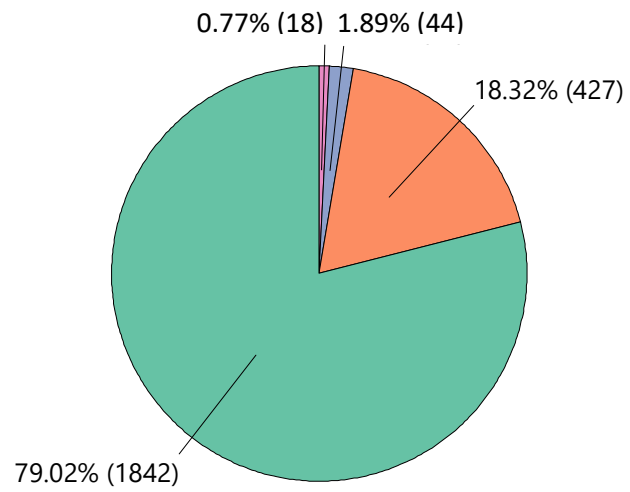
Min: 1.00 Max: 4.00 Mean: 3.82 Mode: 4.00 Median: 4.00 Std Dev: 0.44



## Appendix A

### 20. *Prioritizes tasks appropriately*

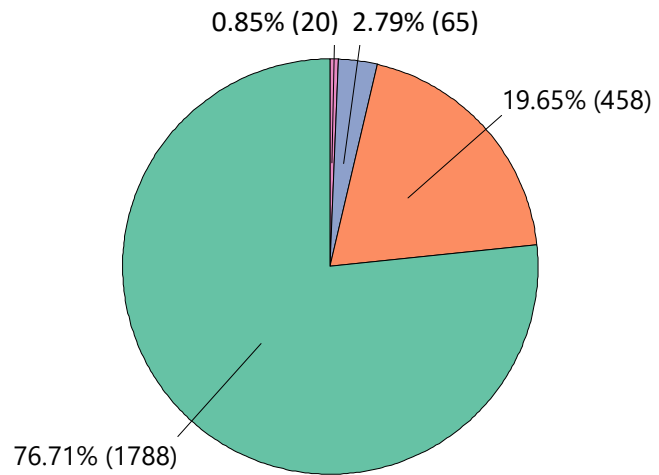
Min: 1.00 Max: 4.00 Mean: 3.76 Mode: 4.00 Median: 4.00 Std Dev: 0.52



## Appendix A

### 21. *Takes initiative*

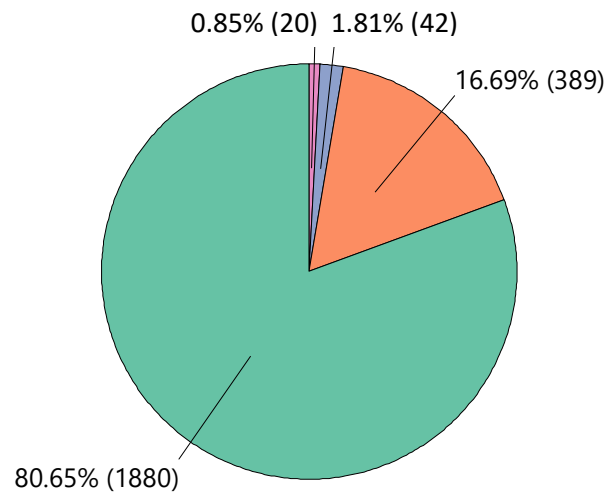
Min: 1.00 Max: 4.00 Mean: 3.72 Mode: 4.00 Median: 4.00 Std Dev: 0.55



## Appendix A

### 22. *Shows appropriate persistence*

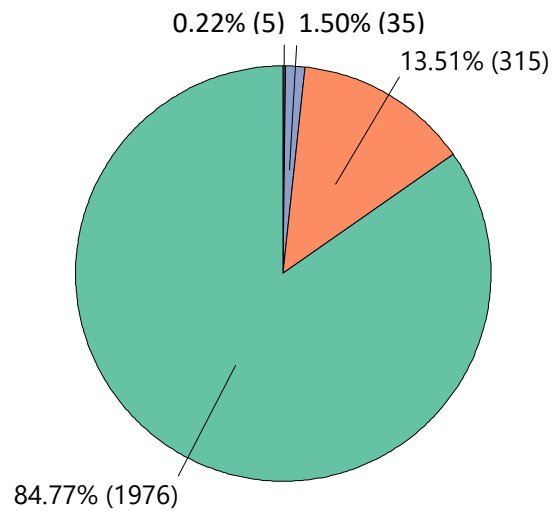
Min: 1.00 Max: 4.00 Mean: 3.77 Mode: 4.00 Median: 4.00 Std Dev: 0.51



## Appendix A

### 23. *Completes assigned tasks*

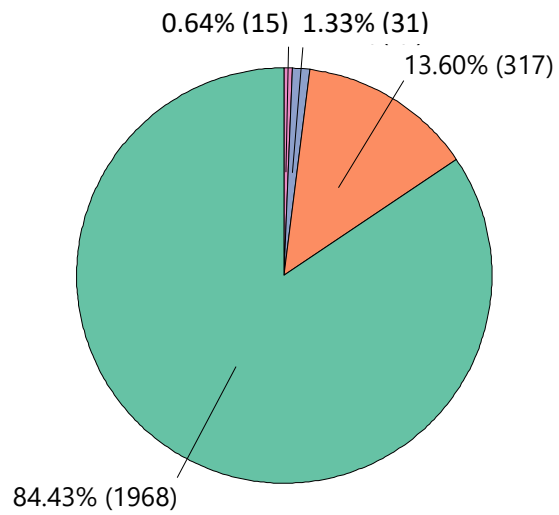
Min: 1.00 Max: 4.00 Mean: 3.83 Mode: 4.00 Median: 4.00 Std Dev: 0.43



## Appendix A

### 24. Exhibits professional behavior as defined by the industry or field

Min: 1.00 Max: 4.00 Mean: 3.82 Mode: 4.00 Median: 4.00 Std Dev: 0.46

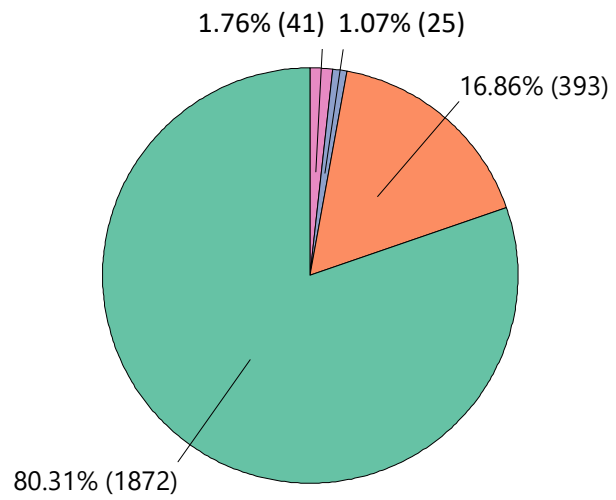




## Appendix A

### 25. *Understands career requirements in the industry or field*

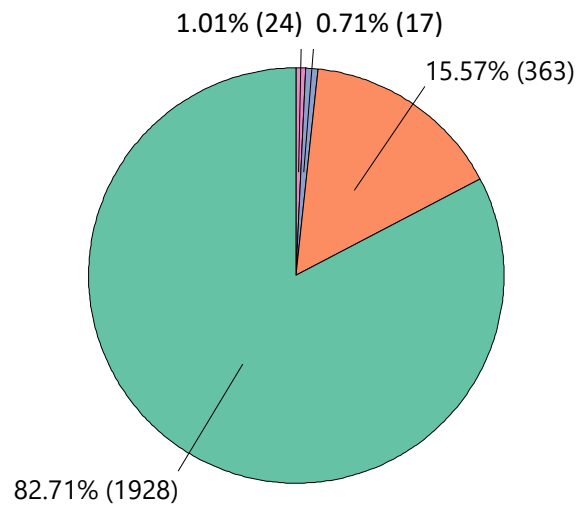
Min: 1.00 Max: 4.00 Mean: 3.76 Mode: 4.00 Median: 4.00 Std Dev: 0.56



## Appendix A

### 26. *Understands the culture, etiquette, and practices of the workplace/organization*

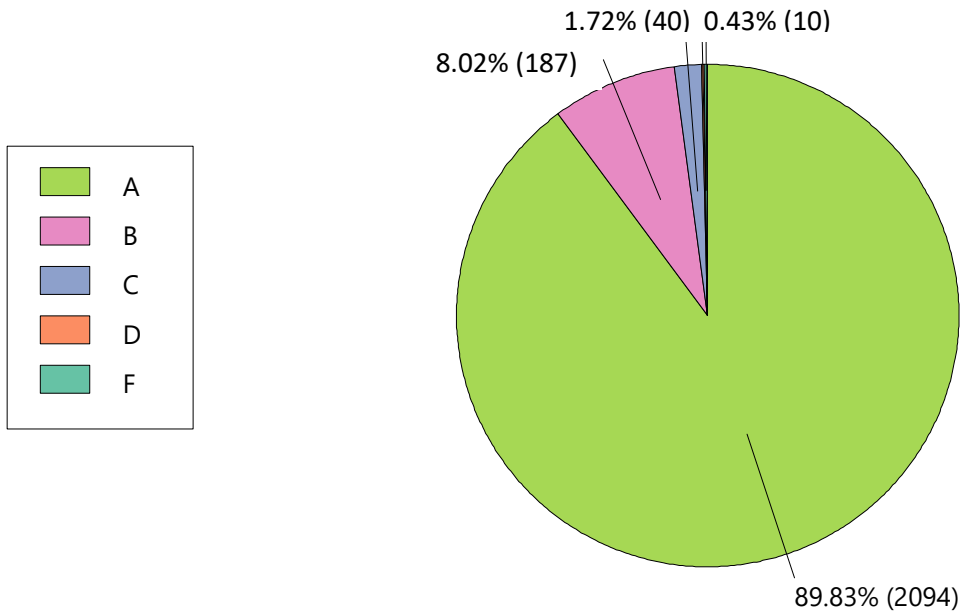
Min: 1.00 Max: 4.00 Mean: 3.80 Mode: 4.00 Median: 4.00 Std Dev: 0.47



## Appendix A

28. What grade would you give this student for their internship experience?

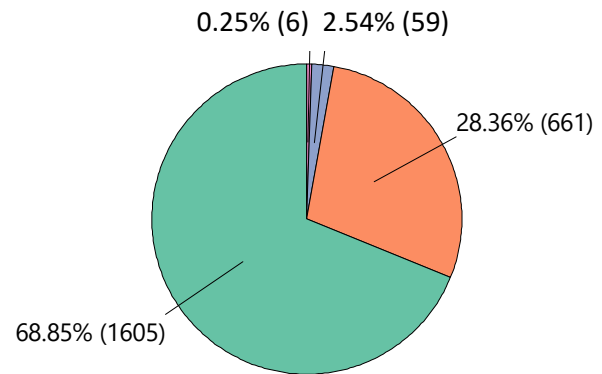
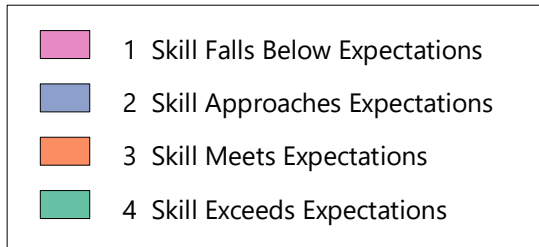
Min: 1.00 Max: 5.00 Mean: 1.13 Mode: 1.00 Median: 1.00 Std Dev: 0.43



## Appendix A

30. Please rate the technical skill listed above according to the rating scale below: 1 Skill Falls Below Expectations 2 Skill Approaches Expectations 3 Skill Meets Expectations 4 Skill Exceeds Expectations

Min: 1.00 Max: 4.00 Mean: 3.66 Mode: 4.00 Median: 4.00 Std Dev: 0.55



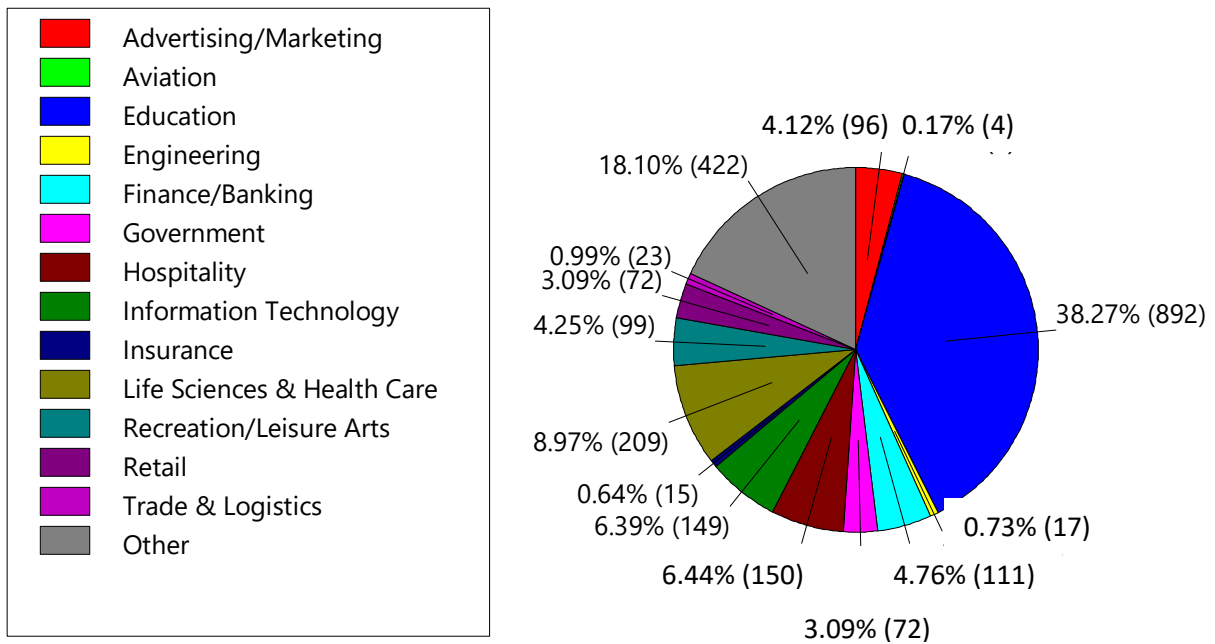
## Section - Program Evaluation

## Instructions Provided To Respondents

Rate the quality of your experience with the Summer Youth Internship Program (SYIP).

## 31. Which industry represents your company?

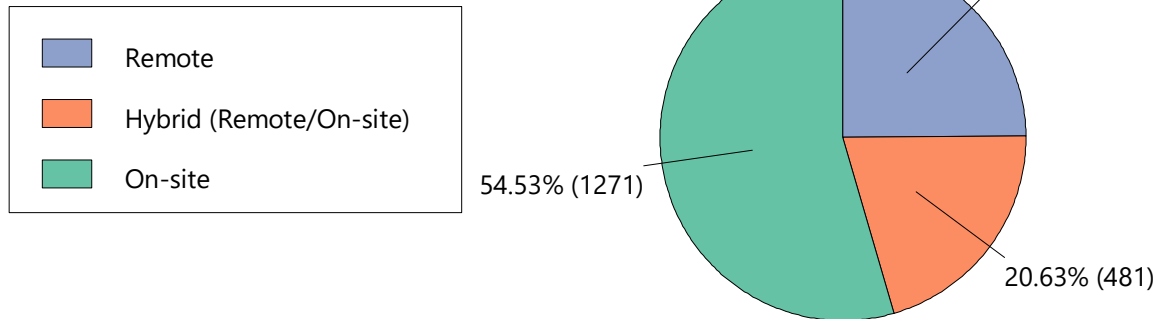
Min: 1.00 Max: 14.00 Mean: 7.06 Mode: 3.00 Median: 6.00 Std Dev: 4.42



## Appendix A

### 32. What type of internship experience did your company offer?

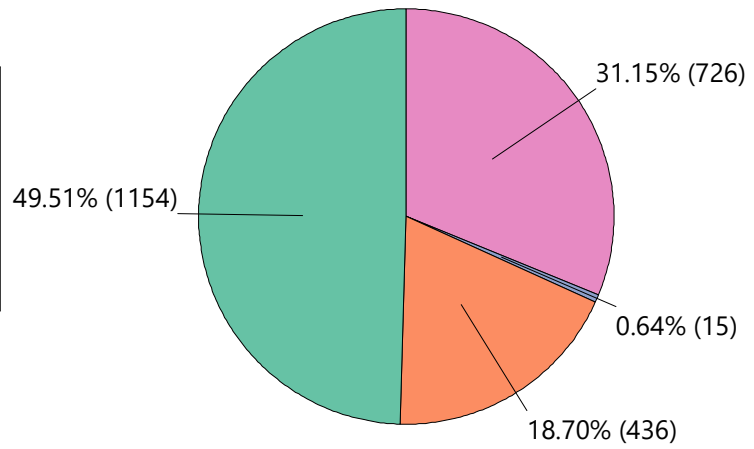
Min: 1.00 Max: 3.00 Mean: 2.30 Mode: 3.00 Median: 3.00 Std Dev: 0.84



## Appendix A

### 33. Employer orientation session held (May 18 or May 25, 2021)

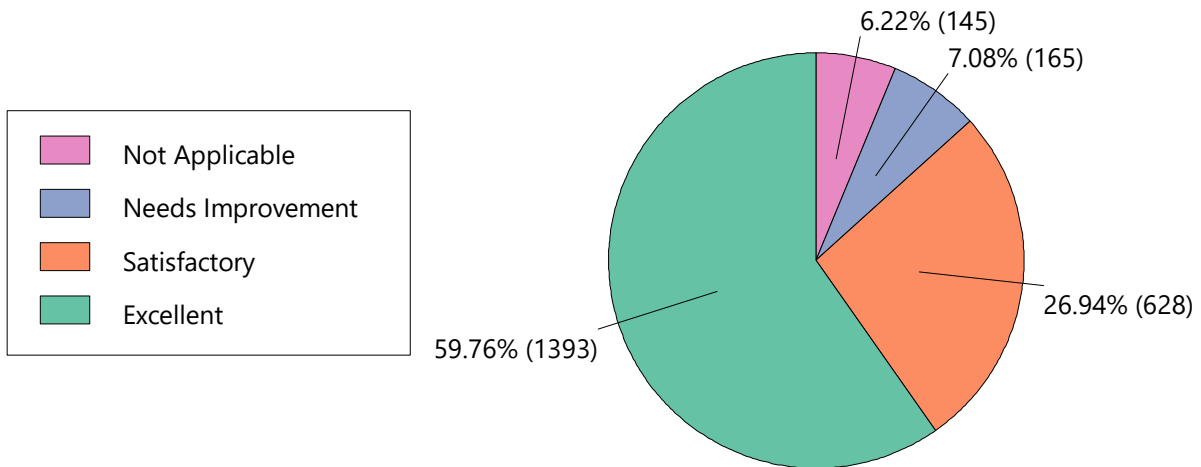
Min: 1.00 Max: 4.00 Mean: 2.87 Mode: 4.00 Median: 3.00 Std Dev: 1.32



## Appendix A

### 34. Employer resource *Miami.getmyinterns.org* website

Min: 1.00 Max: 4.00 Mean: 3.40 Mode: 4.00 Median: 4.00 Std Dev: 0.87

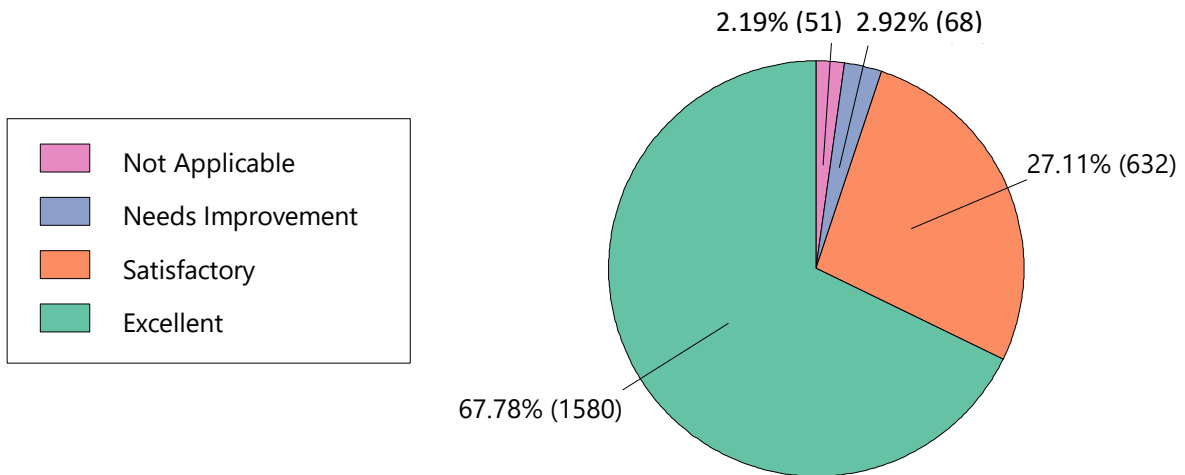




## Appendix A

### 35. Information provided about the internship (e-mail communications, website, promotional materials)

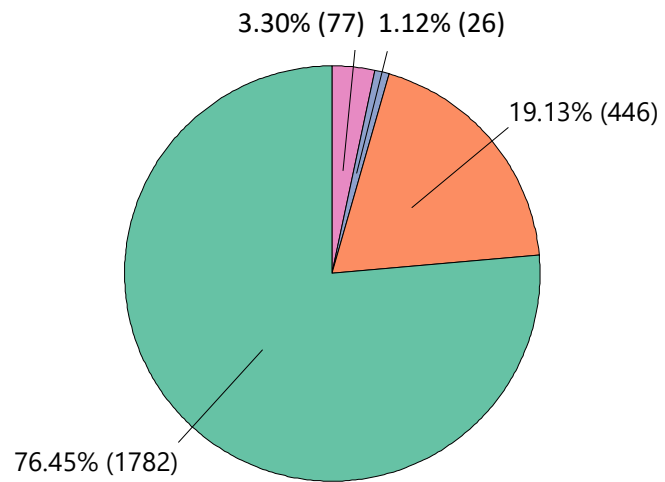
Min: 1.00 Max: 4.00 Mean: 3.60 Mode: 4.00 Median: 4.00 Std Dev: 0.65



## Appendix A

### 36. District support provided by SYIP Staff

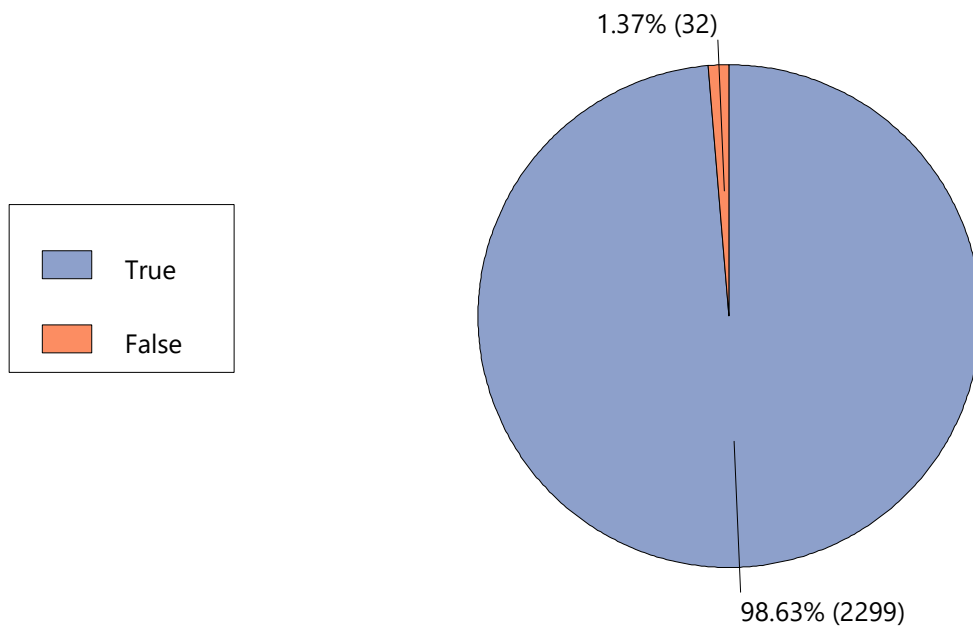
Min: 1.00 Max: 4.00 Mean: 3.69 Mode: 4.00 Median: 4.00 Std Dev: 0.66



## Appendix A

*37. The SYIP Program provided a meaningful way for our company to support student success and develop workplace and leadership skills.*

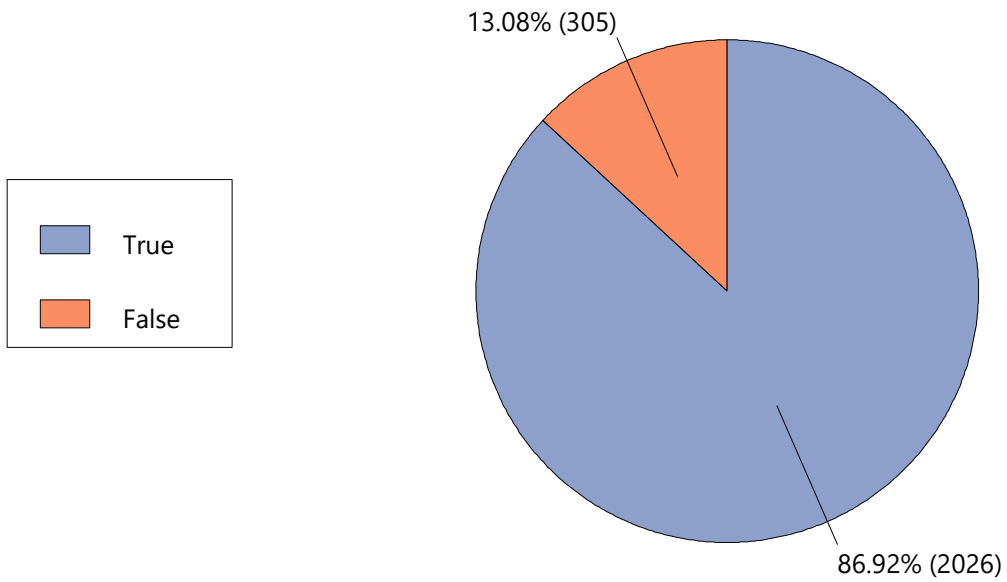
Min: 1.00 Max: 2.00 Mean: 1.01 Mode: 1.00 Median: 1.00 Std Dev: 0.12



## Appendix A

*38. The remote or hybrid (remote/on-site) internship was an effective use of my company's time and resources.*

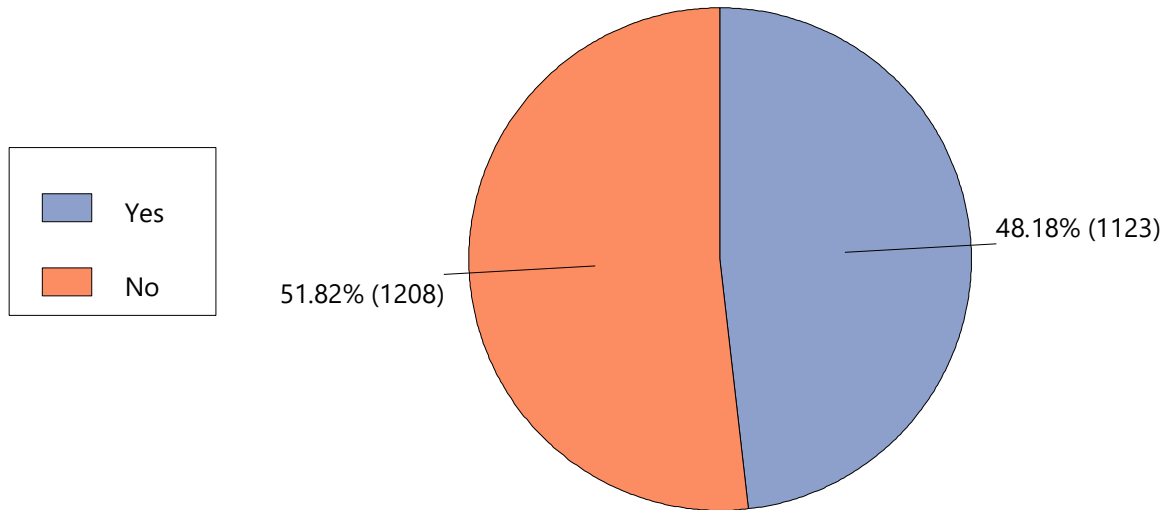
Min: 1.00 Max: 2.00 Mean: 1.13 Mode: 1.00 Median: 1.00 Std Dev: 0.34



## Appendix A

41. *If given a choice in the future, would you prefer providing a remote or hybrid (remote/on-site) internship instead of an on-site internship?*

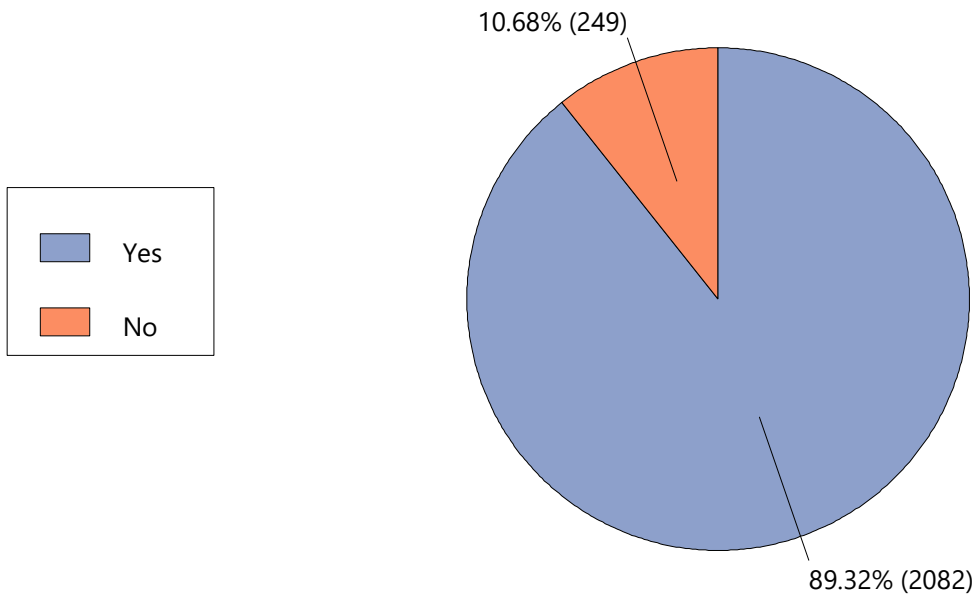
Min: 1.00 Max: 2.00 Mean: 1.52 Mode: 2.00 Median: 2.00 Std Dev: 0.50



## Appendix A

*42. After participating in the internship program, would your company be interested in hiring your intern during the school year or after graduation?*

Min: 1.00 Max: 2.00 Mean: 1.11 Mode: 1.00 Median: 1.00 Std Dev: 0.31



**2021 Internship Teacher  
Supervisor/Administrator - Program  
Evaluation  
Results**

***Published: 9/17/2021***

## Appendix A

<b>SURVEY OVERVIEW</b>	<b>3</b>
INSTRUCTIONS PROVIDED TO RESPONDENTS	3
RESPONDENT METRICS	3
<b>SURVEY RESULTS</b>	<b>4</b>
SECTION - PROGRAM EVALUATION	4
1. What type of internship assignment did you have? (Check all that apply)	4
2. The structure and information provided at the Internship Supervisors' weekly meetings were valuable.	5
3. Instructional resources provided such as Livebinder and Odysseyware were valuable to the implementation and function of the internship program.	6
4. Collateral material i.e. web sites, training, printed materials, regarding the internship program allowed you to sufficiently support the assigned students and employers in the program.	7
5. Information and/or guidance received from the district staff was helpful.	8
6. The responses to inquiries were accurate and timely.	9
7. Taking into consideration all the components of the internship program, I was satisfied with the overall program implementation.	10
8. Describe the strengths and weaknesses of the SYIP Program.	
9. What recommendations do you have to improve the SYIP Program?	11
10. Would you be interested in participating in next year's program?	
11. If given a choice in the future, what type of assignment would you prefer? (Check all that apply)	12



## Survey Overview

### Instructions Provided To Respondents

The Summer Youth Internship Program (SYIP) Sponsors wish to thank you for participating in the SYIP this year. Your feedback is valuable to the continued success of the SYIP. Please take a few minutes to rate the quality of your experience with the Summer Youth Internship Program.

### Respondent Metrics

Respondents: 72

First Response: 8/10/2021 08:05 AM

Last Response: 8/17/2021 11:26 AM

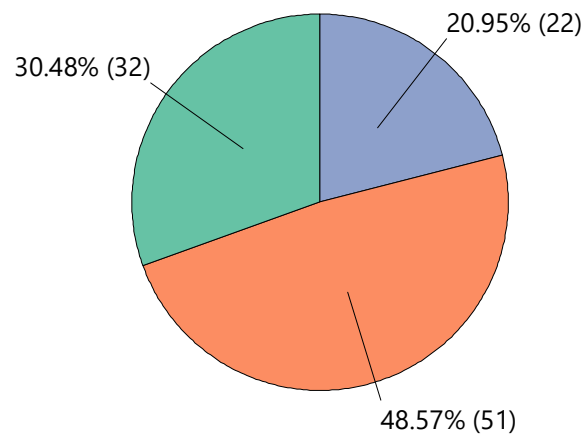
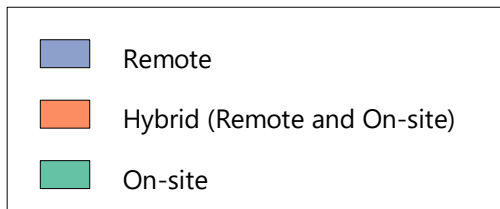
## Survey Results

The following is a graphical depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each graph.

### Section - Program Evaluation

#### 1. What type of internship assignment did you have? (Check all that apply)

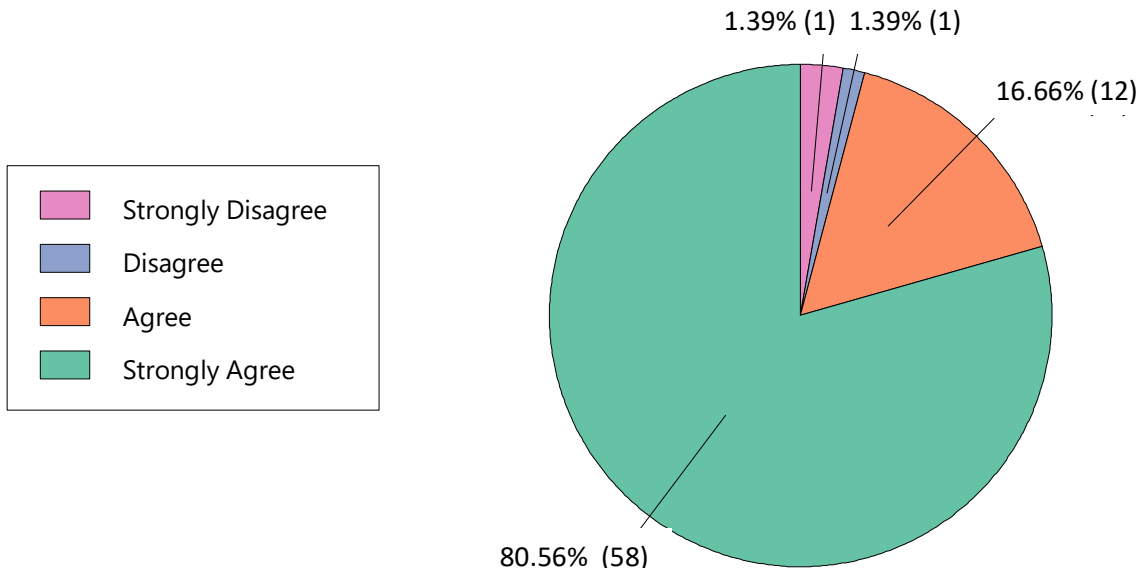
Min: 1.00 Max: 3.00 Mean: 2.10 Mode: 2.00 Median: 2.00 Std Dev: 0.71



## Appendix A

*2. The structure and information provided at the Internship Supervisors' weekly meetings were valuable.*

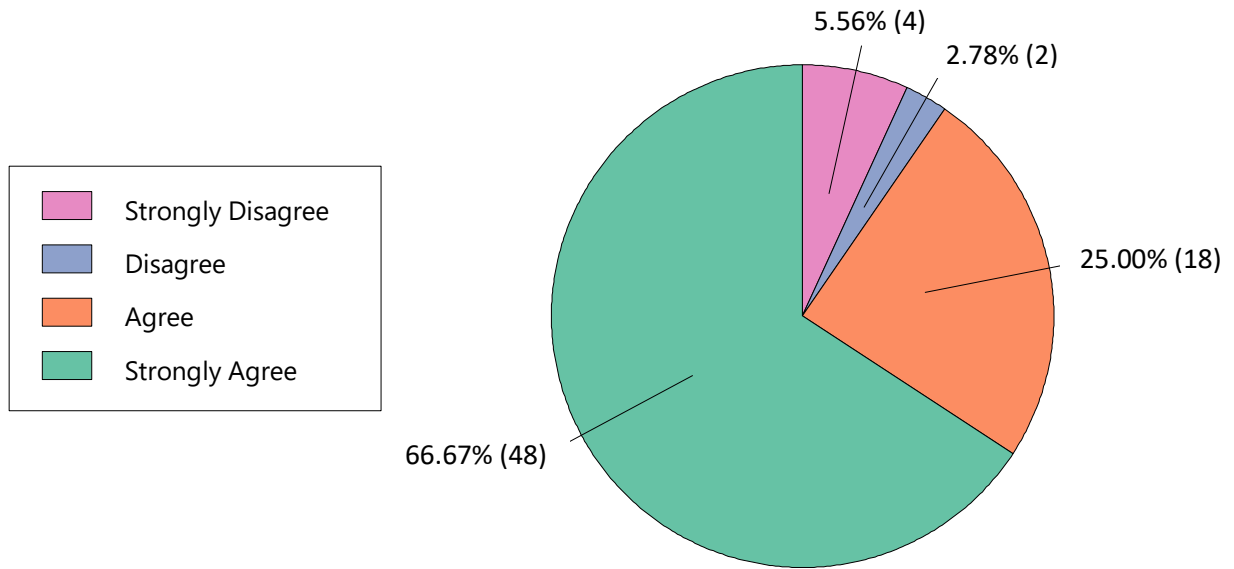
Min: 1.00 Max: 4.00 Mean: 3.73 Mode: 4.00 Median: 4.00 Std Dev: 0.63



## Appendix A

*3. Instructional resources provided such as Livebinder and Odysseyware were valuable to the implementation and function of the internship program.*

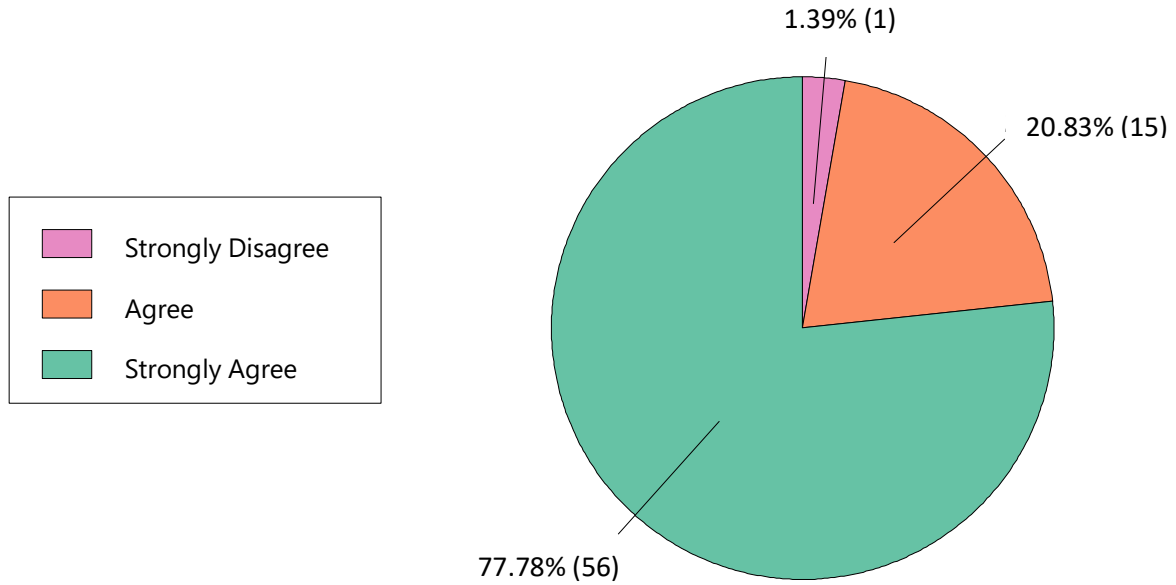
Min: 1.00 Max: 4.00 Mean: 3.49 Mode: 4.00 Median: 4.00 Std Dev: 0.85



## Appendix A

4. Collateral material i.e. web sites, training, printed materials, regarding the internship program allowed you to sufficiently support the assigned students and employers in the program.

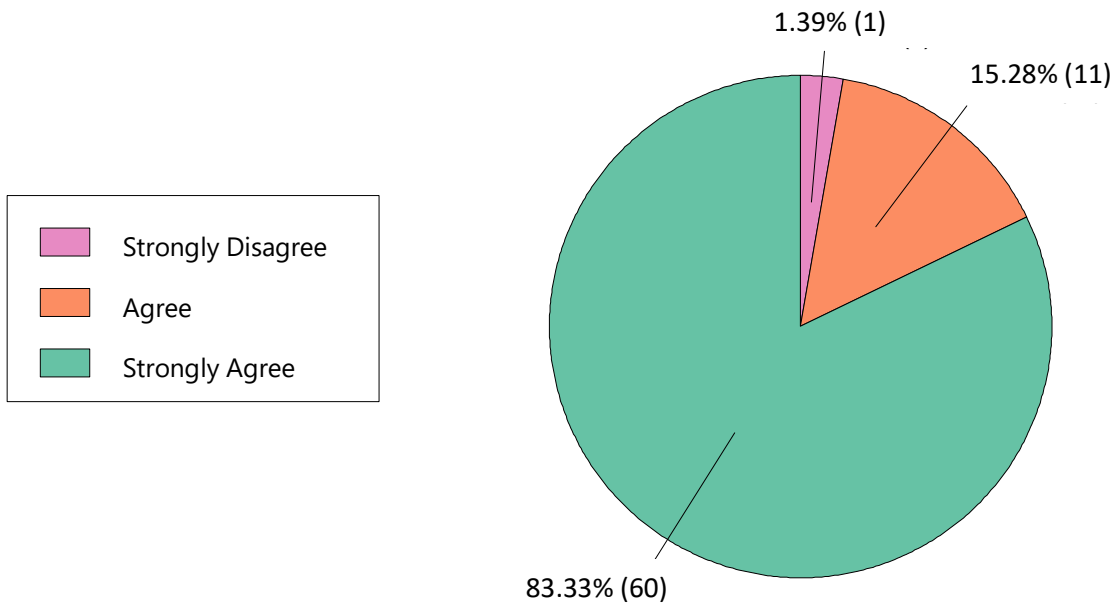
Min: 1.00 Max: 4.00 Mean: 3.71 Mode: 4.00 Median: 4.00 Std Dev: 0.61



## Appendix A

### 5. Information and/or guidance received from the district staff was helpful.

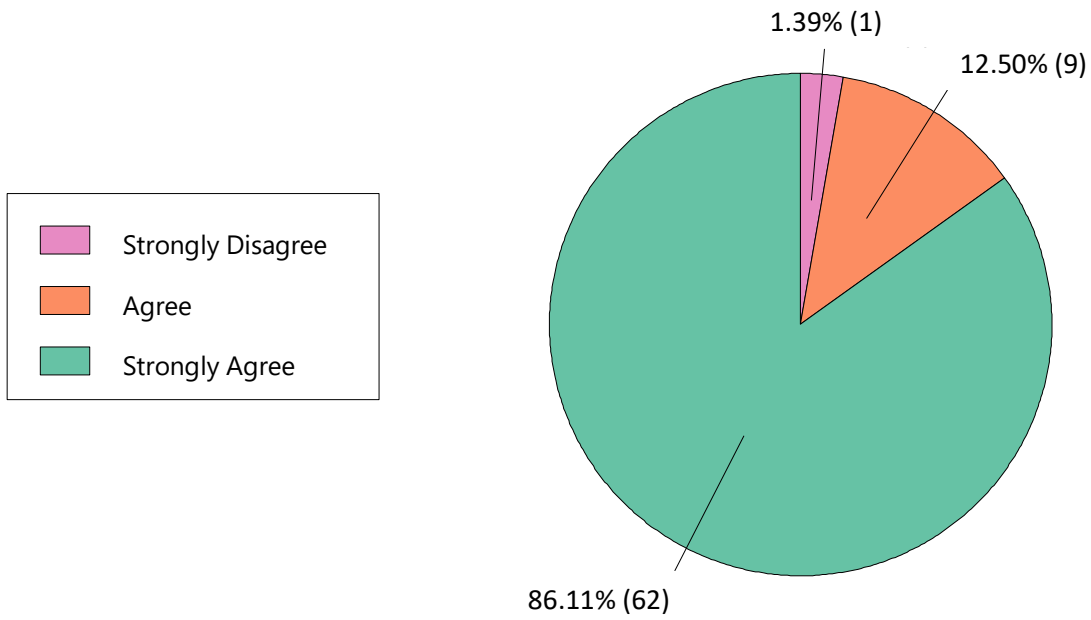
Min: 1.00 Max: 4.00 Mean: 3.77 Mode: 4.00 Median: 4.00 Std Dev: 0.59



## Appendix A

### 6. *The responses to inquiries were accurate and timely.*

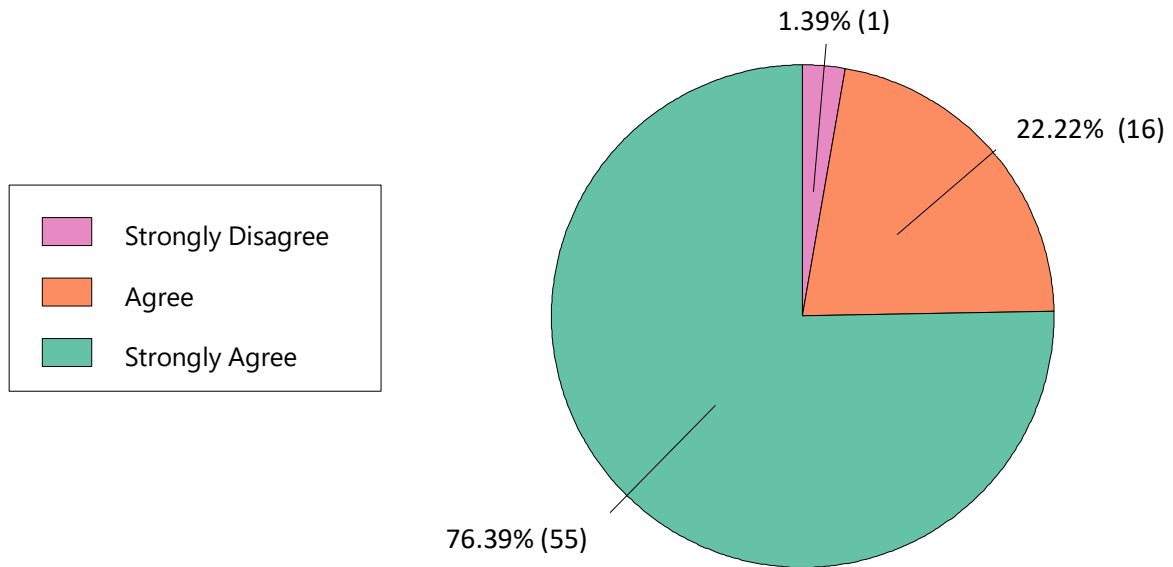
Min: 1.00 Max: 4.00 Mean: 3.79 Mode: 4.00 Median: 4.00 Std Dev: 0.57



## Appendix A

*7. Taking into consideration all the components of the internship program, I was satisfied with the overall program implementation.*

Min: 1.00 Max: 4.00 Mean: 3.70 Mode: 4.00 Median: 4.00 Std Dev: 0.61

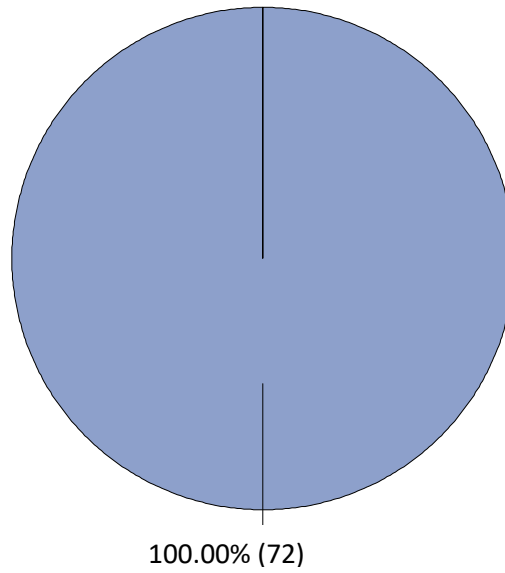




## Appendix A

10. *Would you be interested in participating in next year's program?*

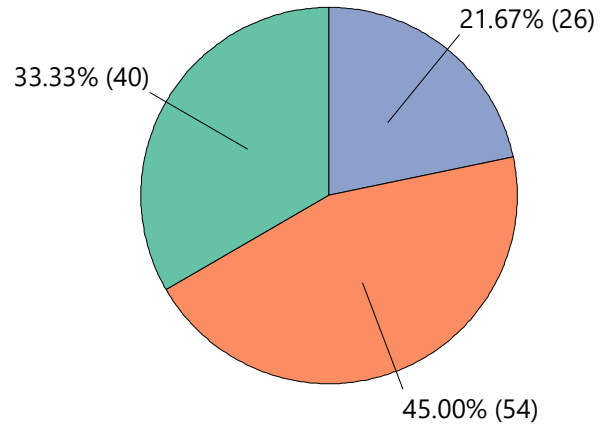
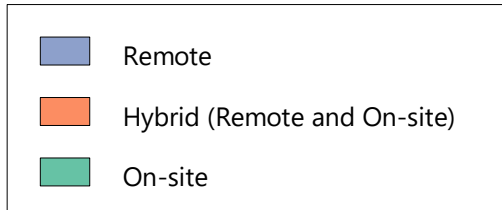
Min: 1.00 Max: 1.00 Mean: 1.00 Mode: 1.00 Median: 1.00 Std Dev: 0.00

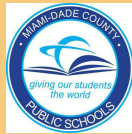


## Appendix A

11. *If given a choice in the future, what type of assignment would you prefer? (Check all that apply)*

Min: 1.00 Max: 3.00 Mean: 2.12 Mode: 2.00 Median: 2.00 Std Dev: 0.73

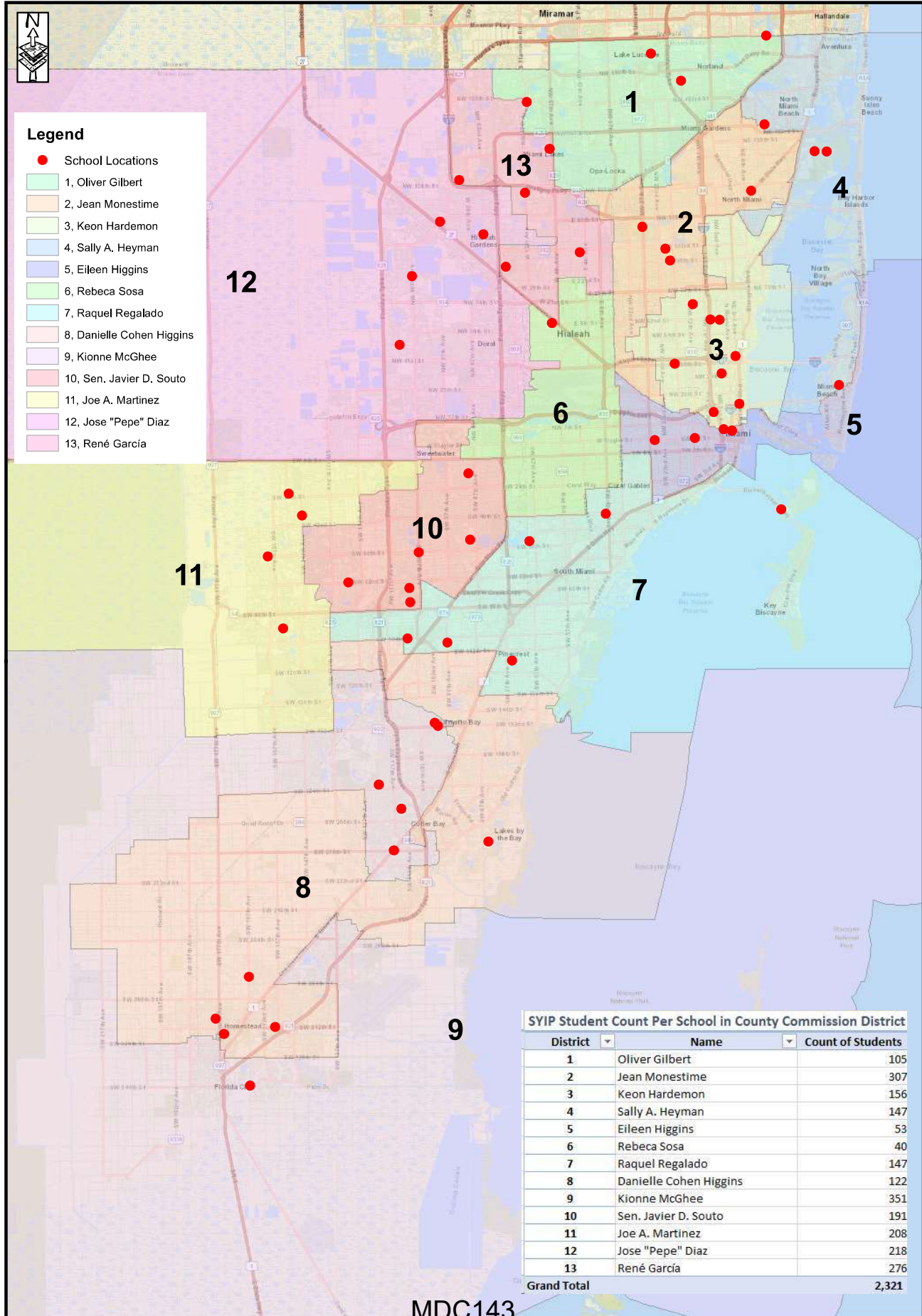




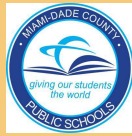
# SYIP Per County Commission District

SYIP Student Count Per School in County Commission District

Department of  
Planning,  
Design and  
Sustainability



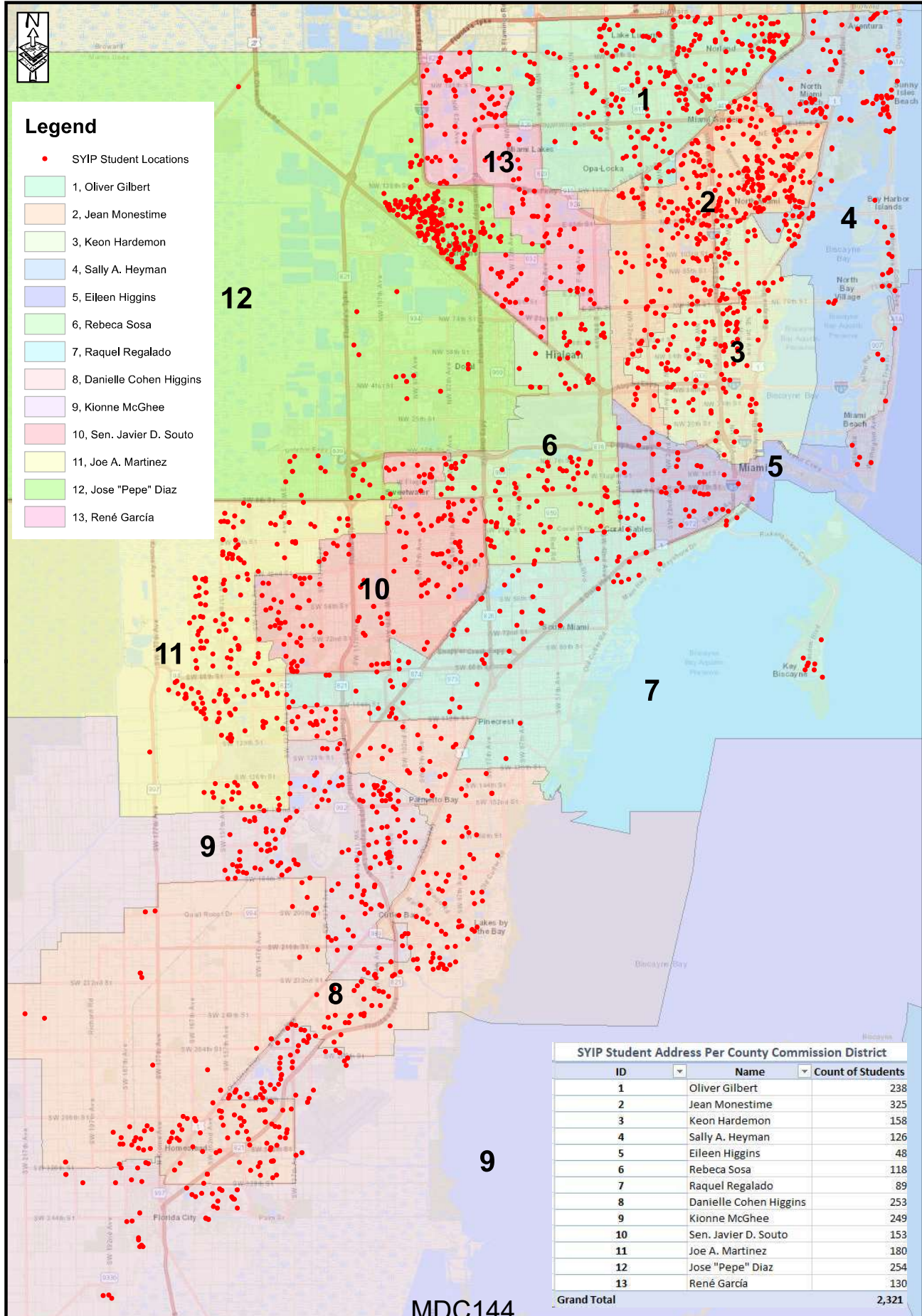




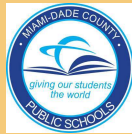
# SYIP Per County Commission District

SYIP Student Address Per County Commission District

Department of  
Planning,  
Design and  
Sustainability







# SYIP Per County Commission District

SYIP Internship Provider Address Per County Commission District

Department of  
Planning,  
Design and  
Sustainability

