

2016-17 21st Century Community Learning Centers RFP

Young Men Christian Association of South Florida, Inc. d/b/a YMCA of South Florida

Project Scope of Work/ Narrative

5.1 Project Abstract or Summary

The YMCA of Greater Miami's (the Y) School Age Program will provide high quality after-school services to 30-45 children at 4 Miami-Dade County Public School sites in the communities of Homestead (3) and Florida City (1) area serving school-aged children in grades K-5. By leveraging other Y resources to supplement the 21st CCLC program at each of the 4 sites, we anticipate to serve 150 students daily throughout the 2015-16 school year. Our programs are based on best practice models that focus on the development of the individual child through Project Based Learning (PBL) with an academic focus on literacy, math and science; an enrichment focus on healthy eating and physical activity (HEPA) as well as other components including homework assistance, character development, and experiential learning for youth in high need areas of Miami-Dade County. The intended outcomes of the project are to improve student academic skills, physical fitness, and nutrition knowledge and increase positive student behaviors of the youth enrolled in our program. In addition we aim to increase parent's/caregiver's participation in activities aimed to increase knowledge in financial literacy as well as the benefits of healthy eating and physical activity (HEPA Standards).

5.2 Continuing Improvement

How Formative Evaluation Results Were Used?

The program objectives and the instruments used to assess them are once again being proposed and can reviewed in this year's application (please see Objectives Table/ Section). Most of 21st CCLC program objectives relate to the impact of the program on the students or parents (i.e., product evaluation). The evaluation team obtains most of the quantitative data from the project using EvalPlace, a secure web-based application that they developed and successfully

piloted in 2014 with a sample of 21st CCLC sites. The collected data is then periodically compiled into a Statistical Program for the Social Sciences (version 22) data file to enable descriptive and inferential statistical analysis.

Several of the outcomes hosted data collection points at the beginning, middle, and end of the year academic year. Therefore, since December this data was examined to determine the extent to which the objectives were met (e.g., *80% of children improve scores...*). Furthermore, parent knowledge pre-/post-tests and Project Based Learning student knowledge pre-/post-tests will be analyzed as they are completed, which will start earlier in the academic year. For data collected 2 or more times per participant (e.g., PACER scores- pre/mid/post-test; report card grades- 4 quarters) dependent *t*-tests will be utilized. The dependent *t*-test yields a probability value that gauges the likelihood that the change between pretest and posttest averages will be consistent with random chance. Specifically, probability values less than .05 (i.e., 5%) suggest that the change between pretest and posttest is statistically significant, whereas probability values that exceed .05 are consistent with random chance. The statistical test will also be supplemented with the Cohen's *d* effect size measure, which describes the magnitude of the change on a standardized metric. Therefore, feedback about the size of change experienced by participants on the outcome measures was communicated by the evaluator to the program.

To determine how well the project was implemented (i.e., process evaluation) parent satisfaction surveys were collected mid-year and at the end of the academic year. Furthermore, parent attendance to family sessions and child participation rates were monitored. Moreover, a Project Based Learning instruction checklist was used by the evaluator during site visits in October, November, February, and March to determine the fidelity of Project Based Learning implementation by the teachers. The process and outcome related findings will not only be communicated to the YMCA administration through annual evaluation reports but also were reported through quarterly interim reports that have facilitated the adjustment and improvement

of program implementation. This will be done to use findings to address challenges and improve the program.

Meetings were consistently hosted between the evaluation and YMCA administrative teams so that the process and outcome results were used to determine if changes needed to be made to program components. The impact of any adjustments to the program, were monitored through ongoing formative assessment.

Summary of the Evaluation process

The results from the external evaluators formative report was deemed as useful and insightful. The data analysis allowed the YMCA the ability to obtain an accurate snapshot of the demographic population being served (at that time); inclusive of their social, academic and fitness/health deficits. Furthermore, the report allowed the YMCA's program and site-staff to stay on track, re-evaluate certain areas, and tweak academic skills/ offerings in an effort to achieve the program's objectives.

5.3 Evaluation Plan

5.3.a Evaluation Plan

Research & Evaluation Network (REN), an experienced external program evaluation team with no vested interest in the 21st CCLC program, will conduct the program evaluation. REN has successful experience as evaluator for the YMCA on the 21st CCLC program funded from 2009 to 2014. The evaluation team has complied with all requests for data, findings, and reports, made by 21st CCLC and has the capacity and commitment to provide any evaluation data that may be requested by the FDOE and the U.S. Department of Education for the proposed project. REN is a program evaluation and research consulting firm specializing in working with educational and health and human service organizations. Since REN was incorporated in Florida in 2000 it has worked as evaluator or research partner on projects funded by federal and local government as

well as national and local foundations. REN's leadership consists of experienced evaluators, all active members of the American Evaluation Association (AEA). Since its inception REN has adopted AEA's *Guiding Principles for Evaluators* as a beacon for how it plans and implements program evaluation projects. These principles include: (1) systematic inquiry; (2) competence; integrity and honesty; (3) respect for people; and (4) responsibilities for general and public welfare.

REN staff, all have an affiliation with a university and maintain currency with state-of-the-art research and evaluation methodology. Dr. James Pann is Chief Science Officer of REN and will lead the evaluation team, coordinating the various activities and ensuring that the members of the team complete their assigned duties according to the established timeline. Dr. Pann obtained Ph.D. degree in Counseling Psychology from the University of Miami and is a licensed psychologist in Florida. His doctoral education focused on program evaluation, health psychology, and experiential education. He is currently a Program Professor at the School of Education at Nova Southeastern University. Dr. Pann has extensive expertise in teaching and applying the following areas: survey research, program evaluation, statistics, and qualitative, quantitative, mixed-method research approaches.

Dr. Angela Yehl will lead the data collection and preparation of evaluation reports. Dr. Angela Yehl is a licensed psychologist in Florida and Senior Research Associate with REN. She has experience on numerous research and evaluation projects and is an Assistant Editor of the *Qualitative Report*, a peer-reviewed journal. She is currently conducting ongoing research and evaluation in the areas of reintegration for returning veterans, after-school programs, child welfare, obesity prevention, breast health and cardiovascular disease prevention. Dr. Yehl is an Assistant Professor at Nova Southeastern where she teaches research.

Finally, Dr. Craig Enders is a Senior Research Associate with REN and will be responsible for the quantitative data analysis. Dr. Enders received his Ph.D. in 1999 from the University of Nebraska from the Quantitative and Qualitative Methods program in the Educational Psychology

Department. He is currently a Full Professor in the Quantitative Psychology concentration in the Department of Psychology at Arizona State University, where he teaches graduate-level courses in intermediate statistics, missing data analyses, hierarchical linear modeling, and longitudinal modeling. Dr. Enders has an active research agenda and has published 75 peer-reviewed journal articles and book chapters.

The proposed evaluation plan is consistent with federal 21st CCLC Principles of Effectiveness (per ESEA SEC. 4205(2)). Specifically, the evaluation plan has the following characteristics: (a) grounded in objective data that provides evidence of the need for the proposed program; (b) utilizes specific performance measures aimed at ensuring the availability of high-quality developmental and educational opportunities; (c) assesses program elements that have been shown to be effective based on peer-reviewed research; (d) collects, analyzes and provides feedback on relevant program data to determine the YMCA's progress toward achieving its objectives; and (e) uses the results to make program changes that improve its quality improve the effectiveness of its efforts.

The evaluation plan used by the evaluation team will be based on the Context, Input, Process, and Product (CIPP) program evaluation model (Stufflebeam, 2003). The four dimensions of the evaluation process, which are denoted by the CIPP acronym, respectively focus on, "What needs to be done? [*Context*], How should it be done? [*Input*], Is it being done? [*Process*], [and] Is it succeeding? [*Product*]" (Stufflebeam, 2003, p. 3). The current application of this model will focus on the process and product dimensions although it will periodically have an input emphasis. The CIPP model will be used to assess and report the program's merit, worth, and significance as well as lessons learned from its implementation. The model has been extensively used to evaluate educational programs and is consistent with how 21st CCLC conceptualizes the implementation and evaluation of this out-of-school initiative.

The proposed evaluation has the following objectives:

1. Provide assistance in assessing the responsiveness of the program to student, family, staff and YMCA organizational needs and values (input evaluation). This objective will be addressed by the following question: To what extent are project's plans consistent with the needs of children, family and staff served as well as the YMCA in general?

2. Examine and provide guidance in relation to (a) the use of resources, (b) quality of implementation, and (c) supervision and training of staff to determine the appropriateness and adequacy of the program (process evaluation). This will be addressed by the following question: To what extent is the implementation of the program consistent with the plans developed to address the targeted outcomes?

3. Determine the impact, significance, sustainability, and effectiveness of the program to affect continuation and expansion decisions (product evaluation). Finally, the question addressed in this regard will be: To what extent is the program effective in impacting the participants and is it sustainable?

The program objectives and the instruments used to assess them are provided in the Objectives Table. Most of the proposed 21st CCLC program objectives relate to the impact of the program on the students or parents (i.e., product evaluation). The evaluation team will obtain most of the quantitative data from the project using EvalPlace, a secure web-based application that they developed and successfully piloted in 2014 with a sample of 21st CCLC sites. EvalPlace has also been used successfully with other school-based and afterschool programs. YMCA staff will be trained in the use of EvalPlace and support documentation and videos will also be available online. Once data is collected it will be periodically compiled into a Statistical Program for the Social Sciences (version 22) data file to enable descriptive and inferential statistical analysis.

Several of the outcomes have data collection points at the beginning, middle, and end of the year academic year. Therefore, starting in December this data will be examined to determine the extent to which the objectives are met (e.g., *80% of children improve scores...*). Furthermore, parent knowledge pre-/post-tests and Project Based Learning student knowledge pre-/post-tests

will be analyzed as they are completed, which will start earlier in the academic year. For data collected 2 or more times per participant (e.g., PACER scores- pre/mid/post-test; report card grades- 4 quarters) dependent *t*-tests will be utilized. The dependent *t*-test yields a probability value that gauges the likelihood that the change between pretest and posttest averages is consistent with random chance. Specifically, probability values less than .05 (i.e., 5%) suggest that the change between pretest and posttest is statistically significant, whereas probability values that exceed .05 are consistent with random chance. The statistical test will also be supplemented with the Cohen's *d* effect size measure, which describes the magnitude of the change on a standardized metric. Therefore, feedback about the size of change experienced by participants on the outcome measures can be communicated by the evaluator to the program.

To determine how well the project is being implemented (i.e., process evaluation) parent satisfaction will be collected mid-year and at the end of the academic year. Furthermore, parent attendance to family sessions and child participation rates will be monitored. Moreover, a Project Based Learning instruction checklist will be used by the evaluator during site visits in October, November, February, and March to determine the fidelity of Project Based Learning implementation by the teachers. The process and outcome related findings will not only be communicated to the YMCA administration through annual evaluation reports but also through quarterly interim reports that will facilitate the adjustment and improvement of program implementation. This will be done to use findings to address challenges and improve the program.

Moreover, the following will be provided to meet 21st CCLC requirements:

1. Baseline Data Collection Submission
2. Mid-Year Data Collection Submission
3. End-of-Year Data Collection Submission
4. End-of-Year Report

Meetings will be held between the evaluation and YMCA administrative teams so that the process and outcome results can be used to determine if changes need to be made to program

components. The impact of any adjustments to the program will be monitored through ongoing formative assessment.

5.3.b Measurable Objectives and Assessments

Measurable Objectives	Measurement Tools	Activities	Timeframe
80% of regularly participating students (attending the program 30 days or more) will improve their reading fluency skills as demonstrated by improved Oral Reading Fluency instrument scores administered at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.	Oral Reading Fluency instrument	Homework assistance Study Island	4 days a week for 39 weeks for 30 minutes each day 1 x a week for 39 weeks for 30 minutes
80% of regularly participating students (attending the program 30 days or more) will improve their reading and literacy skills as demonstrated by improved or adequate language arts quarterly report card grades and Project Based Learning knowledge tests administered at the beginning (pre-test) and end (post-test) of each of the units.	Report card grades Project Based Learning knowledge pre-tests and post-tests	PBL Units	45 to 90 minutes (depending on the unit) per day for 160 days a year
80% of regularly participating students (attending the program 30 days or more) will improve their mathematics skills as demonstrated by improved or adequate mathematics quarterly report card grades and Project Based Learning knowledge tests administered at the beginning (pre-test) and end (post-test) of each of the units.	Report card grades Project Based Learning knowledge pre-tests and post-tests	PBL Units	45 to 90 minutes (depending on the unit) per day for 160 days a year
80% of regularly participating students (attending the program 30 days or more) will improve their STEM skills as demonstrated by improved or adequate science quarterly report card grades and Project Based Learning knowledge tests administered at the beginning (pre-test) and end (post-test) of each of the 6 units.	Report card grades Project Based Learning knowledge pre-tests and post-tests	PBL Units Nature Postings	45 to 90 minutes (depending on the unit) per day for 160 days a year 2 times a month for 45 minutes for 16 session

Measurable Objectives	Measurement Tools	Activities	Timeframe
80% of regularly participating students (attending the program 30 days or more) will improve their physical fitness as demonstrated by improved scores on the PACER fitness test administered at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.	PACER fitness test	SPARK	Daily for 45 minutes for 180 days
80% of regularly participating students (attending the program 30 days or more) will increase or maintain an adequate level of healthy eating knowledge as demonstrated by improved or adequate scores on the healthy eating knowledge instrument administered at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.	Healthy eating knowledge instrument	Harvard Fun & Food	2 times a week for 30 minutes for 35 weeks
80% of regularly participating students (attending the program 30 days or more) will improve or maintain an adequate level of prosocial behavior as demonstrated by improved or adequate scores on the Prosocial Behavior Scale of the CDC's M1 Social Competence instrument completed by YMCA staff for each student at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.	Prosocial Behavior Scale of the CDC's M1 Social Competence instrument	Character Counts! PBL Units	2 times a week for 30 minutes for 39 weeks
80% of regularly participating students (attending the program 30 days or more) will improve or maintain an adequate level of emotional regulation as demonstrated by improved or adequate scores on the Emotional Regulation Scale of the CDC's M1 Social Competence instrument completed by YMCA staff for each student at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.	Emotional Regulation Scale of the CDC's M1 Social Competence instrument	Character Counts! PBL Units	2 times a week for 30 minutes for 39 weeks
70% of parents of regularly participating students (attending the program 30 days or more) will attend a minimum of two program related family events per academic year.	Parent attendance sign-in sheets	Financial Literacy Workshops HEPA sessions	Sessions will be 1 – 1½ hours per month alternating sessions for 9 months

Measurable Objectives	Measurement Tools	Activities	Timeframe
<i>80% of parents of regularly participating students (attending the program 30 days or more) will have a high level of satisfaction with the program as demonstrated by an elevated Parent Satisfaction Survey score at the middle and end of the academic year.</i>	<i>Parent Satisfaction Survey</i>	<i>All parent and youth activities</i>	<i>Surveys administered in Jan and May 2015</i>
<i>80% of parents of regularly participating students (attending the program 30 days or more) will increase or maintain an adequate level of nutrition and physical activity knowledge related to the family activities as demonstrated by improved or adequate scores on pre-tests and post-tests administered during family events.</i>	<i>Parent nutrition and physical activity knowledge pre-tests and post-tests</i>	<i>HEPA sessions</i>	<i>Sessions will be 1 – 1½ hours per month for 5 months</i>
<i>80% of parents of regularly participating students (attending the program 30 days or more) will increase or maintain an adequate level of financial literacy knowledge related to the family activities as demonstrated by improved or adequate scores on pre-tests and post-tests administered during the financial literacy sessions.</i>	<i>Parent financial literacy knowledge pre-tests and post-tests</i>	<i>Financial Literacy Workshops</i>	<i>Sessions will be 1 – 1½ hours per month for 4 months</i>

5.4 Partnerships, Collaboration and Sustainability

The YMCA worked closely with members of the community to develop the 21st CCLC plan. A needs assessment was initially conducted by surveying key stakeholders including public school principals, afterschool program participants, and parents. Results from the surveys show significant need for affordable afterschool programs that offer a variety of enrichment activities. Specific areas of need include academic enrichment such as reading and STEM to help support student performance, and extracurricular activities that will enhance the learning experience.

Our organization ensured that the community we serve was advised of our intent to submit our annual renewal application to host 21st CCLC programming at the four proposed locations. YMCA of South Florida, which transcends across both counties of Miami-Dade and Broward announced our intent to apply via our organizations website. This form of media was deemed as

impactful due to our agency serving over 6000 families annually; and consistently posts various notices and community announcements on the site. It is our agency's main avenue to communicate to the families that we serve.

The YMCA's website, formal letters and publications to each school's principal (being served) and announcements to parents and community stakeholders will be sent upon our agency's receipt of Formative and Summative Evaluation results. Anyone requesting to receive a copy of the Evaluation Report(s) will be receive it either electronically or tangibly.

5.4.b 21st CCLC Advisory Board

21st CCLC Advisory Board Plan	
Purpose:	To establish a local 21 st CCLC Advisory Board to ensure broad-based community, school, parent, and student involvement and support are provided to the 21 st CCLC project.
10 – 15 Members:	Identify membership from the 4 program locations that include Community agencies, Private school members, community leaders, Parents, Students, Teachers, School Administrators, 21 st CCLC on-site staff, Program Director and collaborative partners
Focus:	To address current and future program needs, concerns, operations, sustainability, identification of resources, and advocacy. Assist with communication to the community about program success.
Meeting Commitment	Quarterly - includes agenda, minutes and sign in logs

5.4.c Collaboration with Private Schools

The YMCA is aware that the wealth of resources made available through the auspices of the 21st CCLC grant should be offered to Title 1 eligible Private School students. Our operations team ensures that phone calls, strategically made at the beginning of each grading period, are used as a personal invitation to collaborate efforts and resources, and offer our program's services to eligible private school students. Call logs are maintained tracking the date, time, and call recipient/ private school representative to whom our agency spoke with or extended the invitation.

Unfortunately, no private school within the mandated radius of each of our programs, have accepted this invitation.

During our 2015-16 proposed program year, our agency plans to send formal letters via certified receipt as another form of confirming the YMCA's effort to solidify a private school partner.

5.4.d Partnerships

PUBLIC/PRIVATE PARTNERSHIPS

Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal	Letter of Support
<i>YMCA of Greater Miami</i>	<i>CBO</i>	<i>Paid Staffing Curriculum Grant Management Materials & Supplies</i>	<i>Providing staff support to develop and manage the grant including fiscal and program requirements.</i>	<i>N/A</i>
<i>Miami-Dade County Public Schools</i>	<i>SD</i>	<i>In-kind</i>	<i>Facility Access – Providing access to program space in public schools.</i>	<i>Yes</i>
<i>Research and Evaluation Network</i>	<i>CBO</i>	<i>Evaluation</i>	<i>Reporting – Providing data collection support/ analysis and Year End report.</i>	<i>Yes</i>
<i>Miami-Dade County Public Schools</i>	<i>SD</i>	<i>In-kind</i>	<i>Snack Program – Providing snacks through the USDA Food Program. Contract provided – in lieu of support</i>	<i>Yes</i>
<i>Mind Lab Florida</i>	<i>FPO</i>	<i>Curriculum</i>	<i>Family Services – Offering nutrition education workshops for parents.</i>	<i>Yes</i>
<i>Educators Toolkit</i>	<i>FPO</i>	<i>Training Curriculum</i>	<i>Staff Training – Teaching staff to develop and implement PBL units. Curriculum – Developing New PBL units.</i>	<i>Yes</i>
<i>Nature Postings</i>	<i>FPO</i>	<i>Curriculum</i>	<i>STEM – Providing hands-on science-based activities for students.</i>	<i>Yes</i>
<i>Regions Bank</i>	<i>FPO</i>	<i>In-kind</i>	<i>Financial Literacy – Teaching parents real- world concepts about banking and money management.</i>	<i>Yes</i>
<i>Thaw/Kaskel</i>	<i>OTH</i>	<i>Training</i>	<i>Staff Training – ORF Assessment, How to Improving ORF, PACER Assessment, Effective Behavior Management, SPARK Fidelity (S-Fit) and Homework Assistance – Hope, Help and Strategies</i>	<i>Yes</i>

The Y and its partners understand the importance of developing a plan for sustainability for the 21st Century Community Learning Center program. The Y will work closely with our partners to develop a realistic plan for sustainability including the following:

- a. The Y will seek to leverage existing relationships to continue in-kind support, as well as new funding opportunities such as Miami-Dade County Public Schools, United Way and private funding sources.
- b. The Y has a strong track record of successfully securing funds to support initiatives. The Y grants department will continuously research funding opportunities through a wide range of sources to grow and maintain the 21st CCLC program. We seek to secure funds through fundraising, grant writing and financial support campaigns to attract resources from individual, public and private businesses, foundation and grants from local, state, and federal resources so we may continue to serve the community.
- c. The Y will remain active in the community and will conduct frequent meetings with community partners to discuss progress towards obtaining additional funds to sustain the 21st CCLC program.

Letters of support are included in the Attachment section for each partner mentioned in the Partners Table above.

5.4.e Collaboration with the Regular School Day

Communication between the 21st CCLC Program staff, the students' regular day teachers, school administrators, and family members is critical to ensure student needs are addressed within the 21st CCLC Program. The Y's School Age Program will work to provide curriculum experiences that align with state, district, and school objectives at each targeted site.

Through a partnership with Miami-Dade County Public Schools Office of Community Education & Before/Afterschool Programs, the Y has access of the use of school site facilities at no charge. The Y collaborates with Miami-Dade County Public Schools to provide services to the targeted locations through agreements with the school principals. Communication with the district office will be conducted through telephone calls and e-mails.

The Y's School Age Program will request data to assess student progress from the school administration team. This information will include current FCAT results in reading, mathematics, and science. Additionally, subject report card grades in reading, mathematics and science will be used to monitor yearly progress. General communication with site administration will take place through the use of office visits, e-mail, and a principal survey administered twice per school year. All communication with school site staff will be conveyed through the administration at each targeted location.

During the registration process, parents provide pertinent health, emergency contact, pick-up, primary language, and any documented disability information. Parents will receive 21st CCLC Program information from the Y via parent meetings, parent conferences, parent workshops, e-mail, telephone calls, take-home flyers, and school site postings. Additionally, school administration may include 21st CCLC Program information for parents on the school marquee.

A partnership with Educator's Toolkit will provide both curriculum design and staff development for PBL experiences at all selected sites. Communication related to PBL will be shared through surveys, telephone calls, e-mails, and on-site meetings and trainings.

A partnership with Nature Postings, Inc. provides experiences that embrace nature and education through hands-on study sessions, interpretive programs, in house field trips, encounters, adventures, and celebrations. These opportunities provide students with a multidisciplinary approach to the study and enjoyment of nature and science by creating experiences that will allow participants to decode nature's unspoken language.

Please refer to **Letters of Collaboration and Support** from these partners listed above as well as additional partners in the Partner Table.

5.4.f Sustainability

Through our grants department the YMCA will continue to be very active in seeking funds from a wide range of sources to grow and maintain the 21st CCLC program. Our Y has a long history of securing funds through fundraising, grant writing and financial support campaigns to attract resources from individual, public and private businesses, foundation and grants from local, state, and federal resources so we may continue to serve the community. These combined efforts will ensure that the Y will sustain our 21st CCLC program for year 2 through 5 and so on.

5.5 Program Plan

5.5.a Recruitment and Retention

Program participants will be identified by school staff based on the students need for academic development/enhancement. Our after-school programs are advertised at the schools and in community centers. In July, schools send families a letter from the principal and we attach a YMCA information packet for parents to learn about our programs. We also advertise at our Summer Camp Programs during the summer. In August once school begins, we provide the schools with flyers about our programs, which are distributed in each classroom for the children to take home to their parents. Referrals from teachers and families participating in our programs are our number one source of promotion. Flyers are also distributed to families through our various program sites.

Our after-school programs are advertised in The Miami Herald, South Florida Parenting Magazine, Today's Parent, and Miami Family Magazine, community newspapers and local internet event calendars. The YMCA constantly monitors the utilization rate of the youth who participate in our programs. The Y Site Director has a great relationship with the children and families who participate in our programs and there is always dialogue about the program, their needs and satisfaction. If we notice that the utilization rate is below 85% we work with the staff to develop a plan to increase their attendance and retention rates.

5.5.b Student Program Activities

The Y will deliver program activities in all focus areas and will measure the objectives as listed below using the following measurement tools:

1. ACADEMIC ENRICHMENT: LITERACY, MATH & SCIENCE

- 80% of regularly participating students (attending the program 30 days or more) will improve their reading fluency skills as demonstrated by improved Oral Reading Fluency instrument scores administered at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.

Activities	Duration and Intensity
<i>Homework assistance</i>	<i>4 days a week for 39 weeks for 30 minutes each day</i>
<i>Study Island</i>	<i>1 x a week for 39 weeks for 30 minutes</i>
<i>PBL</i>	

- 80% of regularly participating students (attending the program 30 days or more) will improve their reading and literacy skills as demonstrated by improved or adequate language arts quarterly report card grades and Project Based Learning knowledge tests administered at the beginning (pre-test) and end (post-test) of each of the units.

Activities	Duration and Intensity
<i>PBL Units</i>	<i>45 to 90 minutes (depending on the unit) per day for 160 days a year</i>

- 80% of regularly participating students (attending the program 30 days or more) will improve their mathematics skills as demonstrated by improved or adequate mathematics quarterly report card grades and Project Based Learning knowledge tests administered at the beginning (pre-test) and end (post-test) of each of the units.

Activities	Duration and Intensity
<i>PBL Units</i>	<i>45 to 90 minutes (depending on the unit) per day for 160 days a year</i>

- 80% of regularly participating students (attending the program 30 days or more) will improve their STEM skills as demonstrated by improved or adequate science quarterly report card grades and Project Based Learning knowledge tests administered at the beginning (pre-test) and end (post-test) of each of the units.

Activities	Duration and Intensity
<i>PBL Units</i>	<i>45 to 90 minutes (depending on the unit) per day for 160 days a year</i>
<i>Nature Postings</i>	<i>2 times a month for 45 minutes for 16 session</i>

2. PERSONAL ENRICHMENT: HEALTHY EATING/PHYSICAL ACTIVITY (HEPA): SPARK, Harvard Food & Fun and SOCIAL SKILLS: Character Counts

- 80% of regularly participating students (attending the program 30 days or more) will improve their physical fitness as demonstrated by improved scores on the PACER fitness test administered at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.

Activities	Duration and Intensity
<i>SPARK</i>	<i>Daily for 45 minutes for 180 days</i>

- 80% of regularly participating students (attending the program 30 days or more) will increase or maintain an adequate level of healthy eating knowledge as demonstrated by improved or adequate scores on the healthy eating knowledge instrument administered at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.

Activities	Duration and Intensity
<i>Harvard Fun & Food</i>	<i>2 times a week for 30 minutes for 35 weeks</i>

- 80% of regularly participating students (attending the program 30 days or more) will improve or maintain an adequate level of prosocial behavior as demonstrated by improved or adequate scores on the Prosocial Behavior Scale of the CDC's M1 Social Competence instrument completed by YMCA staff for each student at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.

Activities	Duration and Intensity
<i>Character Counts!</i> <i>PBL Units</i>	<i>2 times a week for 30 minutes for 39 weeks</i>

- 80% of regularly participating students (attending the program 30 days or more) will improve or maintain an adequate level of emotional regulation as demonstrated by improved or adequate scores on the Emotional Regulation Scale of the CDC's M1 Social Competence instrument completed by YMCA staff for each student at the beginning (pre-test), middle (mid-test), and end (post-test) of the academic year.

Activities	Duration and Intensity
<i>Character Counts!</i> <i>PBL Units</i>	<i>2 times a week for 30 minutes for 39 weeks</i>

5.5.c Adult Family Member Program Activities

- Financial Literacy Workshops will be offered to parents/caregivers 1 a month for 1 to 1 ½ hours and may include such topics as: Financial Seminars, Wise Use of Credit, Managing Your Money, Importance of Saving, Protect Yourself from Identity Theft, Banking Basics for Students, Your Road to Home Ownership, Building Financial Confidence, Understanding Your Credit Report, Saving for Retirement, and Protect Your Small Business from Fraud.
- Health Eating Physical Activity (HEPA) program includes: Physical fitness and Nutrition education activities will be offered monthly for 1 hour to help caregivers understand the importance of staying active and eating healthy.

Activities	Duration and Intensity
<i>Finanacial Literacy Workshops HEPA sessions</i>	<i>Sessions will be 1 – 1½ hours per month alternating sessions for 9 months</i>
<i>All parent and youth activities</i>	<i>Surveys administered in Jan and May 2015</i>
<i>HEPA sessions</i>	<i>Sessions will be 1 – 1½ hours per month for 5 months</i>
<i>Finanacial Literacy Workshops</i>	<i>Sessions will be 1 – 1½ hours per month for 4 months</i>

5.5.d Staffing Plan and Professional Development

Y-USA Training and Leadership Development is one of the most extensive professional development and education programs in the not-for-profit sector, contributing in no small measure to the success of the YMCA movement. For the last three years The Princeton Review has cited Y-USA's leadership development program as a major factor in including the YMCA among the 112 best employers for recent college graduates. A staff's participation in Y-USA Training and Leadership Development reflects their commitment to lifelong learning and the development of the spirit, mind, and body.

The Y has a training track set for Child Care Staff to learn new and reinforce existing skills, such as Principles of Child Care Programs, Working with Youth ages 5-12, Working with Families, Managing Multisite Child Care Program, YMCA Child Abuse Prevention, Character Development and Self-Esteem and Principles of Arts and Humanities. Newly hired staff is required to enroll in the following courses within 90 days of employment: First Aid and CPR Certification, Risk Management, Child Abuse Prevention and 40 Child Care Hours Certification. PBL training will incorporate literacy, science and math as well as personal enrichment to ensure that 21st CCLC program staff has the resources to improve their techniques on planning and implementing their PBL lessons and activities.

Staff will be trained on the SPARK and Harvard Fun and Food curriculum and Fidelity checklists will be administered to ensure the program is delivered as designed. Additional personal enrichment trainings will be conducted in Homework implementation/ reinforcement

strategies, Study Island and Character Counts!. Trainings on how to conduct the various assessments like ORF, PACER and various knowledge measures will be incorporated into the professional development program.

In addition to those assessments sessions on “ how to improve” scores will be included after mid tests are administered and analyzed. The Grants Department conducts quarterly meetings with direct program staff to update them on the grant requirements and outcome status. All Y 21st CCLC program administrators will attend the Florida 21st CCLC State Conference in October and any other grant required trainings to ensure grant contract compliance. All of these training opportunities will ensure that staff attends basic, advance and refresher trainings so that our program participants are receiving the best quality programming.

5.5.e Program Site (Center)

The YMCA strategically chose each proposed site location not only due to the results of our Needs Assessment but also due to the resources, standard of facilities and the proximity of the neighboring residents that we serve. Each facility hosts, clean working restrooms, large multi-use cafeterias, basketball courts, and grass field areas for sports and recreation activities. Additionally, libraries and/or resource labs are opened to all students that attend the regular day school. Because the YMCA has fostered years of meaningful partnerships, most schools allow the Y’s program to use this area to assist with the academic enrichment offerings hosted by the Certified Teachers.

All schools host a single point of entry. The YMCA’s internal safety protocols coupled with the DCF standards of safety ensure that ID check points are hosted, only authorized adults and legal guardians are able to collect students, and students are closely monitored through the process of ongoing head counts. Lead program staff ensure that fields and recreational areas (opened or community shared areas) are perused and inspected for objects or hazardous materials prior to students being allowed to play. A 1:15 ratio is strictly enforced, so that staff always maintains control and creates a safe haven for students.

5.5.f Safety and Student Transportation

Student Safety: School Age Services (SAS) staff is trained on the Y policies and procedures, and on the SAS policies for working with children and parents. Staff is level 2 background screened according to the Jessica Lunsford Act, they also undergo a drug screening prior to employment and are subject to random screenings, as well as sign the Department of Children and Families Attestation of Good Moral Character. Safety measures are also set-up with the information gathered by the parents on the child's registration form.

Each participant's form must list parent/guardian's contact information, child information such as medical or other special needs, emergency contact information, as well as the individuals who are authorized to pick-up the child. Parents are given the YMCA Parent Handbook outlining our policies and procedures on safety, discipline, pick-up procedures, etc. Since our programs are operated at the schools, the children do not have to leave the school premises to attend our program. Children in K-1st grades are picked up from the classroom by Y staff or are brought to our program by school staff. Attendance is taken at the beginning of the program, in the event that a child is not present, Y staff check the school's absentee list and contacts the child's parent (if the child is not on the absentee list) to confirm that the child is not attending our program that day.

If the child is not with the parent, the Y Site Director will search for the child at the school and notify school officials. Y staff also checks all outdoor equipment and bathrooms prior to use. Staff takes no more than 4 children to the bathroom at a time and stands in the doorway with the door partially open for observation purposes only. Parents are also notified daily if any behavioral problems were addressed with the child. When a child is picked-up Y staff check the identification of the person signing out the child and check the registration form to confirm that they are authorized to pick-up the child, in the event the person is not authorized, Y staff will immediately notify the child's parent or guardian. Changes to our registration forms need to be made in person by the

parent or guardian, notes or phone calls to update authorized individuals are not accepted. Field Trips are not offered during the after school program, however, they are part of our SAS Policies and Procedures Manual which is available upon request. Each site has at least one staff member certified in First Aid and CPR.

Transportation Plan: The Y provides the 21st CCLC program directly at the school site where the children attend the day school. Y staff will walk to classrooms (for the youngest of students) and escort them to the program area for the afterschool session. Parents/caregivers will pick up their children at the end of the program day. With this type of set up there is no need for outside transportation.

5.5.g Dissemination Plan

The Y will disseminate and share information about the 21st CCLC program to key stakeholders including parents, program participants, school principals, and members of the community through various forms of communication. The Y works with the schools to inform parents of our programs. We send families information packets along with the principal letters schools send prior to commencement of the school year. We also distribute information during the summer at our summer camp programs and other community events.

During the first weeks of the new school year, we provide the schools with information sheets for the 21st CCLC program, which are distributed in each classroom for the children to take home to their parents. Referrals from teachers and families participating in our programs are the preferred and most impactful source of promotion. The Y website will include information pertaining to the program and will be updated with current information on a monthly basis. The summative reports for years 2 and 5 of the grant will be posted on the website. Reminder notifications will be send frequently to check the website. A newsletter will be distributed four times throughout the year that will include general program information, program updates, and upcoming activities and events.

The Y will use its existing website, www.ymcamiami.org, to disseminate and share information about the 21st CCLC program. The YMCA 21st CCLC Program Coordinator will work with the YMCA marketing department to develop a schedule to update the website on a consistent basis. A specific page will be created for 21st CCLC program information. The page will be created within one month of the award notification and will be updated monthly by YMCA staff. The page will include general program information such as program description, program purpose, program outcome objectives, locations, PBL lesson plans, images of student projects, and the summative reports that will be completed in years 2 and 5. The 21st CCLC website page will provide the community with access to information pertaining to enrollment in the program.