YMCA of South Florida, Inc. - 21st Century Community Learning Centers

3.1. PROJECT ABSTRACT/SUMMARY. YMCA of South Florida’s 21st CCLC program is to provide academic and personal enrichment through afterschool and summer programming to 120 students in kindergarten-5th grade attending Campbell Drive K-8 Center, Laura C. Saunders Elementary, Mandarin Lakes K-8 Academy and West Homestead K-8 Center located in Miami-Dade County. At each site, the programs offers daily high quality programming in a safe environment for participants aimed at increasing literacy, math, science, social skills, and promoting active lifestyles within a project-based learning capsule. Afterschool programs operate Monday-Friday from 1:55pm-6:05pm (3:10pm-6:40pm for Saunders) for 180 days during the school year (10/1/19 – 9/30/20). Summer programming operates at two of the four schools, Saunders and Mandarin Lakes, Monday-Friday from 8am-6pm for 34 days during the summer. Objectives include improvement in English Language Arts, Math and Science performance to satisfactory level or above, in 3rd grade promotion rate, in physical fitness, in prosocial behavior, in healthy eating knowledge and in emotional regulation.

3.2. COMMUNITY NOTICE AND NEEDS ASSESSMENT. 3.2.a. Community Notice. The YMCA of South Florida (the Y) proactively informed the community about its intent to submit an application for 21st CCLC in partnership with the identified schools. The notice was placed on the Y’s website, posted in the local Miami Herald and Sun-Sentinel newspapers from July 3-12, 2019 and on social media (Facebook and Instagram). Furthermore, the Y gained partnership agreements and sent certified letters to twelve (12) identified private schools located within five-mile radius of the target schools, notifying them of the intent to engage/consult with them through focus groups to design the program so that the needs of eligible participants can be met. Parents, private schools, and other stakeholders were also invited to focus groups to solicit their input. The final submitted application will be made available on the Y’s website, thus providing the community access
3.2.b. Needs Assessment. This proposal was developed as a result of a comprehensive needs assessment that began in the 2018-19 school year, where the Y staff began working closely with the four schools to identify the unmet needs and gaps in services of the students and families. The needs assessment consisted of: 1) a series of meetings with school leadership, Miami Dade Public Schools (MDPS) district administrators, teachers and Y Leadership team; 2) review and analysis of the School Improvement Plans (SIP); 3) review and analysis of qualitative and quantitative data from a number of sources including the US Census; Florida Department of Education’s (FDOE) EDStats, School Grade Federal Index, School Environment Safety Incident Reports, and School Attendance and Suspension reports; and surveys results from students, parents, and stakeholders; 3) an analysis of affordable afterschool programming currently available to students that offer standards-based academic enrichment; and 4) focus groups with admin, teachers, students and parents of both the district schools and service location and identified neighboring private schools. This led to the decision to apply for 21st CCLC to enhance current services and address unmet academic and personal enrichment needs of students and families at these targeted schools.

Involvement of Community and Private Schools: Each of the twelve (12) identified private schools, within five miles of the program sites, received an invitation via email and US postal service to participate in a series of focus groups to assess their needs following a best practice method to involve private schools in the design of the program. Other important community members, such as the parents of students and community partners, were also invited and were actively engaged for feedback and ideas in developing the program elements. The Y also met with the school’s leadership team to develop the plan. At each of the meetings, the Y staff shared briefings about 21st CCLC mandates and the focus group’s intent to gauge an understanding of community needs to create potential objectives and activities.
Consideration of Stakeholder Viewpoints from Focus Groups and Surveys: All interested were provided opportunities to provide feedback and/or suggest different objectives and activities during focus group and surveys. Teachers and School Administrators identified a critical need for fun and engaging academic enrichment in Science, Math and English Language Arts (ELA), as well as activities that build social and emotional skills. Parents reported a need to assist students with homework, FSA test preparation and resiliency. Students expressed interest in more fun and engaging academic enrichment activities such as project-based learning, and enrichment activities such as physical fitness, art and music. These viewpoints shaped the program.

Demographics and Risk Factors of Targeted Population: The following describes the demographics and risk factors at the targeted schools:

School Profile: Campbell Drive K-8 Center: Of the 1,044 students attending this Title I school, 93.4% were eligible to receive free/reduced lunch in 2018-19. Over 98% of the students are of a minority race/ethnicity with 73.8% being Hispanic, and 24.1% Black/African American. Additionally, 26.1% of the students are English Language Learners (ELL) and 17.2% are Students with Disabilities (SwD).

There is a critical need to provide students with additional opportunities for standards-based academic enrichment. According to FLDOE, Campbell is a C school, having fallen from a B in 2016-17. According to FLDOE’s EDStats (2018), more than half (52.6%) of 3rd graders and 61.8% of 5th graders at the school scored less than satisfactory (meaning likely or highly likely to need substantial support for the next grade-level) on the Florida Standards Assessment (FSA) in the English Language Arts (ELA) assessment as compared to 39.9% for 3rd graders and 40.4% of 5th graders districtwide. Furthermore, a little less than half (47.3%) of the 3rd graders and 63.1% of 5th graders scored less than satisfactory in math as compared to 33.1% and 34.3%, respectively districtwide. Similarly, in science, 63% of 5th grade students scored less than satisfactory at this school, far above
the district average of 44%. There is a huge disparity in academic achievement at the school, where 24% less students with disability in ELA and 26% less in math, scored below satisfactory on the FSA than non-disabled students. Black students at the school also performed lower than all other race/ethnic subgroups with 68.2% in ELA and 61.8% in math performing at lower than satisfactory level. Hence why, the school was identified as a Targeted Support and Improvement (TS&I) school due to low performance by these two subgroups – Black and Students with Disabilities based on state assessments and other school grading criteria and is now being monitored by the FLDOE. Furthermore, the students at the schools have shown at-risk behavior resulting in eight known incidents primarily involving tobacco usage and bullying. Additionally, student attendance shows that 23% of students were absent 10% or more days of school, which is greater than 19% districtwide.

**School Profile: Laura C. Saunders Elementary:** Of the 598 students attending this Title I school, almost all of the students (97.2%) were eligible to receive free/reduced lunch in 2018-19. Over 99% of the students are of a minority race/ethnicity with 42.6% being Hispanic, and 56.4% Black/African American. Additionally, 30.1% of the students are English Language Learners and 14.7% are Students with Disabilities.

Students at this school are in critical need for additional academic support and enrichment. According to FLDOE, Laura C. Saunders Elementary is a C school also having fallen from a B in 2016-17. According to FLDOE's EDStats (2018), about three quarters (75.2%) of 3rd graders and 66.7% of 5th graders at the school scored less than satisfactory on the FSA in ELA as compared to 39.9% for 3rd graders and 40.4% of 5th graders districtwide. Furthermore, the percentage of students performing less than satisfactory in FSA math increased by 15 percentage points from 41.8% of 3rd grade students performing less than satisfactory in 2016-17 to 56.8% in 2017-18, as compared to 33.1% districtwide. An increase of over 5% in students scored less than satisfactory was also realized by 5th
graders from 32.3% in 2016-17 to 37.1% in 2017-18 which is below the district at 34.3%. In science, 66.7% of 5th grade students scored less than satisfactory, which is far above the district at 44%. In all core subjects tested, the percentage of SwD who scored less than satisfactory level was highest among all subgroups with all students with disabilities scoring a less than satisfactory level in science. This is why the school has been identified as a TS&I school and is now being monitored by the FLDOE. Furthermore, students at the school have shown at risk behavior with seven known incidents primarily involving bullying, and 23% of students absent 10% or more days, as compared to 19% districtwide.

**School Profile: Mandarin Lakes K-8 Academy:** Of the 910 students attending this Title I school, 92.7% were eligible to receive free/reduced lunch in 2018-19. Almost all (99%) of students at the school are of a minority race/ethnicity with 53.2% being Hispanic, and 41.4% Black/African American. Additionally, 21.1% of the students are English Language Learners and 12% are Students with Disabilities.

There is a critical need for additional academic support, as well as personal enrichment/development at this school. According to FLDOE, Mandarin is a C school maintaining its grade over the past two years. According to FLDOE's EDStats (2018), over 70% of 3rd graders and 74.3% of 5th graders at the school scored less than satisfactory in FSA in ELA, far above the district of 39.9% for 3rd graders and 40.4% of 5th graders. Additionally, more than half (50.7%) of the 3rd graders and only three quarters (74.8%) of 5th graders scored less than satisfactory in FSA math as compared to 33.1% and 34.3%, respectively districtwide. An astonishing 62.7% of 5th grade students in FSA science scored less than satisfactory compared to almost half (44%) districtwide. Almost all subgroups at the schools are performing less than satisfactory in all subject areas, with ELL students being one of the lowest groups with an staggering 89.4% scoring less than satisfactory level in ELA. For this reason, Mandarin was identified as a TS&I school due to low performance by five subgroups – White, Black, Multiracial, SwD and ELL. Students at the
schools have shown at-risk behavior with five known incidents primarily involving
disruptions on the school campus and one resulting in injury of a student. Additionally, 20% of students had 21 or more absences and a shocking 40% was absent 10% or more days.

**School Profile: West Homestead K-8 Center:** Of the 826 students attending this Title I school, 94.1% were eligible to receive free/reduced lunch in 2018-19 and over 98% of the students are of a minority race/ethnicity with 71.3% being Hispanic, and 26.6% Black/African American. Moreover, more than half (52.2%) of the students are English Language Learners and 7% are Students with Disabilities.

Students at West Homestead are at-risk of academic failure and are in critical need of academic and personal enrichment. According to FLDOE’s EDStats (2018), 78.4% of 3rd graders and a shocking 87.2% of 5th graders at the school scored less than satisfactory in FSA in ELA, which is far above the district at 39.9% for 3rd graders and 40.4% of 5th graders districtwide. In math, over 59% of the 3rd graders and 55.6% of 5th graders scored less than satisfactory on the FSA as compared to only 33.1% and 34.3%, respectively districtwide.

Furthermore, 79.8% of 5th grade students in FSA science scored satisfactory or higher as compared to only 44% districtwide. There is a huge disparity in academic achievement at this school, where Black students performed lower than all other race/ethnic subgroups with 68.2% in ELA and 61.8% in math performing less than satisfactory level. The largest disparity exists with SwD performing less than satisfactory by 13.6% higher in ELA than their non-disabled counterparts. Additionally, all SwD scored less than satisfactory in science. It is for this reason that the school was identified as a TS&I school, specifically due to low performance by SwD and is now being monitored by the FLDOE. Furthermore, the students at the school have shown at-risk behavior resulting in 35 known incidents of which a majority were related to bullying or harassment. Additionally, student attendance shows that 12% of students absent for 21 or more days, as compared to 11% districtwide, and 26% absent for 10% of days or more which is far above the district average of 19%.
Community Needs: All four schools are located in the city of Homestead in Miami-Dade County. According to the U.S. Census (2018), the population of the city of Homestead (70,477) where all four schools are located has significantly increased since 2010 (6.9%). This has exacerbated the devastating effects of poverty, with declining budgets and fewer resources per family. Low per capita income ($17,405) is underscored with 28% of all families with children living in poverty, and 51.3% of female-headed households with children living in poverty (Census, 2018). High poverty is further compounded by a high unemployment rate of 9.4% as compared to 7.4% throughout Miami-Dade County (Census, 2017). Students and families served by the schools are primarily composed of working families where more than 20% of families are single-parent households (Census, 2016). Even when home, many parents may lack the tools to assist with homework and academics due to low educational attainment – with 26.2% of adults 25 years and over not completing high school, and only 20.7% completing a bachelor’s degree or higher (Census, 2017). The 21st CCLC program will support working families by providing academic support and a “safe place” for students afterschool.

Currently Available Out-Of-School Programing: For the past three years, the Y has been the only non-fee-based afterschool provider at these four schools through the 21st CCLC funding. These schools have worked to provide out-of-school programming but have not been able to, due to limited budget and resources. Providers near the schools offer simple aftercare for students, with a cost of approximately $1,440 per year, or $40 a week, which is not affordable for most parents especially with almost 98% of students coming from low-income families (MDPS 2018-19 Parent/Student Handbook).

Closing the Gaps: The program is created to specifically address each identified need: (1) Homework assistance and tutoring to address academic progress and meet academic benchmarks (3rd Grade Promotion); (2) ELA to address literacy deficiencies; (3) Project Based Learning to address science and math deficiencies; (4) Social-emotional
Learning to address resiliency self-awareness, self-management, and social skills deficiencies; (5) personal enrichment to increase creative expression and enhance academic offerings, as well as address obesity and poor health through nutrition and fitness and (6) adult family education to address educational levels and parenting knowledge.

3.3. DISSEMINATION OF INFORMATION. Dissemination Plan: The Y will disseminate and share information about the 21st CCLC program to key stakeholders service locations, and private schools, 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 the program. Family information packets along with a principal letter will be sent home prior to commencement of the school year. Additionally, information will be distributed during the summer through the Y’s camps and community events, and at school orientation.

During the first weeks of the new school year, Y staff will provide the service locations, and private schools, with flyers and emails about the 21st CCLC program. Referrals from teachers and families are the preferred and most impactful source of promotion. A newsletter distributed four times a year will include program information, updates, and upcoming events.

The Y will use its website, www.ymcasouthflorida.org, and various social media platforms to disseminate and share information in English, Spanish, and Haitian-Creole. Reminder notifications via robocalls to parents will be sent to check the website. The Program Director will work with the marketing department to develop a schedule to update the website on a monthly basis. A page will be created for the 21st CCLC program and include information such as a description, purpose, outcome objectives, locations, images of PBL projects, a copy of the submitted proposal, and the summative reports. The 21st CCLC website will provide the community with access to information pertaining to registration. Informational sessions will be held at school family events, such as PTA, SACC committee, and school performances. The school will incorporate a “21st CCLC Announcement Board,” where families can read
about monthly activities, view special events, and see photos and projects created in the program.

3.4. TARGET POPULATION, RECRUITMENT AND RETENTION. **Targeted Students:** A total of 120 students (30 at each school) in grades K-5 will be served each day in the 21st CCLC afterschool program. Based on the demographics of the overall schools, the student population is expected to consist of approximately equal numbers of boys and girls; with over 98% of the students coming from the traditionally defined minority groups, and 100% coming from low-income families. It is expected that approximately 16% will be students with disabilities and 24% will be English Language Learners. Priority will be given to students belonging to the identified TS&I subgroups needing additional support.

Modifications and adaptations are provided for those with special needs, along with specialized trainings (inclusion trainings) and support provided to all Y staff. Additionally, twenty (2) parents will be targeted to participate in a series of workshops.

**Identification and Enrollment:** Students will be identified by school staff based on the student's need for academic enrichment. Priority will be given to students with the greatest risk factors and barriers. The identification risk factors will include: (1) low performance on FSA in ELA, math or science; (2) high rate of absences, suspensions or incidents; and/or (4) students identified at academic risk by teachers/administrators within TS&I subgroups.

**Recruitment:** Recruitment has already occurred, as students were involved in selecting the activities proposed. Once students are identified for targeted enrollment, the student and/or their adult caregivers will be approached with information about the program and encouragement to attend. The Y's after-school programs are advertised at the schools and in community centers. Once school begins, schools will distribute flyers about the program for students to take home. Referrals from teachers and families participating in the program will be the number one source of promotion. Y's after-school programs are advertised in The Miami Herald, South Florida Parenting Magazine, Today's Parent, and Miami Family Magazine. With
project-based learning, all students will view the program as fun and exciting which serves as a natural recruitment method. Recruitment efforts will also be employed to engage families, primarily through focused outreach efforts and inclusion of high-interest family services. To maximize impact, all recruitment efforts will be provided in English, Spanish, and Haitian Creole. The school administrators will reach out to adult family members to underscore the importance of the 21st CCLC program to the overall school model and encourage participation in the adult family member services. During the school year, Y staff will identify and recruit children needing additional academic support to participate in the summer program at Saunders and Mandarin Lakes. "Summer slide" will be addresses by the recruitment of afterschool students and parents.

**Retention and Participation:** It is also important to get students to stay for the entire program day and come every day. Retention strategies are different based on student grade level – with strategies for younger students focused on the parents and strategies for older students focused on the students. In all grades, parents will be reminded about the importance of the program, provided results from the program, and be required to sign a participation agreement that outlines the expectation for them to have their students remain the entire program day. In addition, particularly for the older students, the program will focus on hands-on and engaging activities using a project-based learning model – which provides for student voice and student choice, thus making them part of the ongoing design and implementation of the program. During the summer, incentives such as field trips and fun engaging activities will be used to retain students and ensure regular attendance. The Program Director will constantly monitor the utilization rate of the children who participate in the program. The Site Coordinators maintain a great relationship with the children and families who participate in the program and ensure that there is dialogue about the program, their needs and satisfaction. Should the utilization rate fall below 90%, the Program Director will work with the staff to develop a plan to increase attendance and retention rates.
3.5. TIMES AND FREQUENCY OF SERVICE Provision. The 21st CCLC program will operate afterschool, Monday through Friday from 1:55pm to 6:05pm for 20.85 hours a week (3:10pm to 6:40pm for 17.5 hours a week at Saunders due to extended day school dismissal hours). Summer programming will operate at Saunders and Mandarin Lakes, Monday through Friday from 8am to 6pm for 50 hours a week for 8 weeks. Details on specific dates and times can be found on the Site Profile Worksheet. All students will be afforded the full breath of programming each week, with modifications made for students with disabilities. A sample schedule can be found in the attachments. Adult Family members will be provided with at least five 30-minute meaningful educational workshops/informational sessions in topics such as family literacy, financial stability and budgeting, how to navigate the local school district portal, health & nutrition, Being your Child’s Advocate, Community Resources, Resiliency & Mental Health, and others based on parent feedback.

3.6. PROGRAM EVALUATION. Independent Evaluator Identification and Qualifications: Identification of an independent evaluator will take place through thorough research and recommendations from other 21st CCLC programs. Consideration of important evaluation items are relevant to the proposed 21st CCLC program to meet the 21st CCLC RFP requirements. The required qualifications will include extensive 21st CCLC program evaluation experience, positive 21st CCLC client testimonials, capacity to develop and carry out grant-specific evaluation plans with timelines, personnel availability, report writing and data analysis expertise, and data collection storage capacity. Evaluation Activities and Proposed Timeline: Conducting evaluation activities in a systematic way (timeline) helps to inform the program stakeholders about the progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting.

Data Collection: The following will be provided to the evaluator for analysis each year in December (baseline data), February (mid-year data) and June (end-of-year data): Program student data (quantitative) including demographics, enrollment, attendance, participation,
assessment scores, report card grades, personal enrichment scores, adult family data, and other relevant data; and Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics. The following will also be collected by the evaluator for analysis each year in Fall (between October and December) and in Spring (between January and June): Interviews (qualitative) with the Program Director, Site Coordinators, Teachers and Program Staff; Program observations and site visits (qualitative) including evaluator field notes from site visits, assessing student and staff performance, personal enrichment activities, and academic enrichment activities; and Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program will also be collected in July each year and provided to the evaluator for analysis. Data Analysis and Reporting: The Evaluator will analyze baseline data in December each year for completeness and level of student performance and so that program staff know which areas to target and focus on. Mid-year data will be analyzed in February yearly and the results will be included in the Mid-Year Data Report deliverable to show whether the students have made gains when comparing baseline and mid-year data for each objective. The Evaluator will meet with the Program Director to discuss the results of the Mid-Year Data Report and will note any changes needed in the areas of data collection and programming. These changes, if any, will be included in the Evidence of Program Modifications based on Mid-Year Data Report deliverable in March yearly. End-of-Year data will be analyzed in June yearly and those results will be reflected in the End-of-Year Data Report deliverable (July) and Summative Evaluation Report deliverable (August). All reports will be prepared by the Evaluator and reflect program’s overall annual performance, recommendations for improvement, and reporting outcomes. Processes for Accurate Data Collection, Maintenance and Reporting: The Evaluator will meet with the Program Director to discuss what data will need to be collected that aligns with the grant objectives, as well as how the data will be collected and who will be collecting it. The Evaluator will create a data collection
and entry schedule with internal deadline created so that the program stays on track and the 
correct data prepared for each reporting time point. Accurate data collection will be verified by 
the evaluator and if any discrepancies are found, the evaluator will immediately contact the 
Program Director with data reliability concerns. **Coordination of Evaluation Activities:** The 
Evaluator will coordinate evaluation activities with the Program Director to ensure evaluation 
and data collection doesn’t interfere with the normal flow of program operations. Each 
evaluation activity will be coordinated with program staff, students, adult family members, and 
others so that the evaluation process is most effective. **Examination of Program Impact:** The 
evaluation design will allow for the measurement of progress made towards meeting each grant 
objective and help to answer specific program impact questions: Did the program efforts to 
address (1) each core subject area, (2) personal enrichment, (3) personal enrichment activities 
result in positive outcomes for participants? (4) Did the program efforts to address adult family 
members result in positive outcomes for those family members? The results will help inform 
program about areas that may need improvement. **Use of Evaluation Results and Sharing 
Results with Community:** Evaluation results will be shared at each Advisory Board, staff and 
program leadership meetings, adult family member workshops/events, and with Principals at 
least two times a year. Data results, program operations and evaluator recommendations for 
improvement will be discussed in these meetings so that the community is aware of program 
and student-level performance. Feedback based on evaluation data is highly encouraged from 
stakeholders so that the program can learn more about what is needed and assist in developing 
other ways to help the students improve. Evaluator’s and YMCA data will be maintained in a 
secure electronic warehouse and hard copies stored in a locked cabinet. Iron Mountain 
(documents storage) will be used at the end the end of each contract year for long term storage. 

**3.7. APPROVED PROGRAM ACTIVITIES.** The 21st CCLC program is designed to provide 
structured and education-focused activities for students and their families. All activities were 
designed with direct feedback by students, parents, and teachers at the four schools, thus
ensuring student and family engagement. All academic activities will be facilitated by certified teachers and assisted by highly qualified, trained counselors.

**Homework Assistance/Tutoring:** Each day begins with a staff greeting the children and homework completion, as this is a high priority of the 21st CCLC program. Children will be grouped by grade and in small groups or peer-to-peer partnerships facilitating more targeted, developmentally appropriate homework assistance. 21st CCLC program staff will provide tutoring to assist students in meeting academic benchmarks and ensure children have a quiet and adequate space for learning with limited distractions that may impede on their concentration. As needed, Certified Teachers will provide direct remediation and instruction, working with children individually and in small groups to improve children's understanding of specific concepts or procedures. Staff will monitor student progress by assessing content areas in which students need assistance; reiterate directions of assignments and showing effective methods for completing assignments; and helping students learn to evaluate their own progress. The 21st CCLC program will use a “Reward System” where movie tickets, gift cards, recognition (donated by Community partners) are used to motivate children to complete their homework or participate in the program. The staff will provide regular communication to parents about homework completion at pick up time, as well as formal teacher-parent meetings.

**English Language Arts:** With an average of 68% of children at the targeted schools reading below grade level, the 21st CCLC program will offer integrated thematic literacy-based activities through LitArt LEARN, an evidenced-based literacy curriculum. The goal of this component is to build oral language, fluency, thinking skills, reading comprehension, creativity, phonics knowledge, vocabulary, grammar, knowledge of literacy elements that address literacy deficiencies. Children will participate in hands-on group activities that engage and motivate students in reading and writing, as well as incorporates it into other areas throughout the program, such as math and recreation. The students will participate through energizing activities, including interactive games, word games, and riddles. Using
book club format, the children will read award winning books and then engage in a creative response activity related to the book such as drama, pantomime, improvisation, art, games, or writing designed to support or extend their experience with the book.

**Project Based Learning (STEM):** The children from the targeted schools expressed interest in project-based learning (PBL). Therefore, the program will offer STEM-related PBL projects complementing the school day curriculum and aligned to the math and science needs of the students. The PBL projects will tie to monthly themes and incorporate a process of inquiry-based activities tailored to student's learning styles to provide students with the opportunity to construct new knowledge, innovate, and build problem-solving skills. Generally, students will be led through a five-step process (reflect, imagine, discover, create, and share). Children will be encouraged to contextualize the project with respect to existing knowledge and experience, and to communicate what they learned as a result. The wide array of PBL lessons will encourage the children to enhance their knowledge and develop authentic products while dealing with real-world issues. Children will design, plan and carry out group projects in which they will produce publicly-exhibited results such as products, publications and presentations. The children will be encouraged to follow a path that begins with their own questions and ending with the formulation of conclusions or results. Using PBL, children will apply STEM concepts as they plan, discover, and build their projects. Examples of projects include creating board games, building paper airplane challenge, recreating natural disasters, and computer coding. Each site will provide consumable materials aligned with Certified Teacher designed Project Based Learning Plans.

**Social Emotional Learning:** The 21st CCLC program will promote healthy and positive personal development through social emotional learning (SEL) through the use of the evidence-based ARISE Life Skills curriculum designed to foster the minds of youth using books, arts and crafts, songs and games to inspire their imaginations and build self-esteem while providing key life skills. Research indicates that SEL programming for elementary students is a very promising
approach to reducing problem behaviors, promoting positive adjustment, and enhancing academic performance (Diekstra, 2008). Using fun and interactive lessons, children build self-esteem and address life skills topics including personal safety, resiliency, bullying, anger and conflict management, understanding differences – diversity, and environmental awareness. Children in grades 3-5 will also participate in lessons using the evidenced-based Botvin LifeSkills training curriculum, a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention framework. The highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve knowledge of essential life skills. Life skills lessons will be developmentally appropriate and use collaborative learning strategies taught through role playing, discussion, coaching, and practice as students participate in program activities such as PBLs to enhance students’ self-esteem, self-confidence, ability to make good decisions, and ability to resist peer pressure. Social and emotional learning will be reinforced through opportunities to participate in weekly Stand for Something service-learning projects focused on making meaningful contributions to their communities and civic engagement. For each project, children will be guided to perform the steps outlined by the Commission on National Service, including: Preparation (identifying context for the service); Action (providing the service); Reflection (talking about, journaling, and evaluating project impacts); Demonstration (presenting, teaching others about the issue); Recognition (recognizing children’s efforts); and Youth Empowerment (children involved as leaders). Each project will involve children in developmentally appropriate activities based on their age levels and abilities. At each site, the children, facilitated by 21st CCLC staff, will research and choose the specific service-learning project based on their talents/skills, service interest, and what motivates them to take action. Examples include community clean-ups; writing letters/cards to military service members; creating care packages for the homeless; and drawing pictures for nursing home elders. Service projects will culminate with the Annual Martin Luther King, Jr. (MLK) Day of Service. Children will be recognized for their accomplishments.
through program newsletters, via social media, with a display at the school/center site, and recognition on the MLK day of service website.

Personal Enrichment: The 21st CCLC staff will utilize the evidenced-based SPARK curriculum, which has been used by the Y for the last 8 years as a tool to increase physical activity in its afterschool programs. Research shows that students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (CDC, 2014). The program will engage children using sustained high intensity physical activities, while promoting fitness, fun, teamwork and cooperative play, and incorporating other academic areas such as math concepts. Students will receive a pre-and post-fitness assessment to determine their level of fitness and knowledge. 21st CCLC offers participants the opportunity to learn, practice and master a wide range of diverse skills and age-appropriate activities. Children will be engaged, using the SPARK curriculum, in warm-ups, stretching and conditioning activities, cooperative, cultural and aerobic games, fun sport activities, jump rope, parachute play, jogging game, fitness circuit, and bean bag activities. The SPARK curriculum, and team sports will be fully integrated into the afterschool program by incorporating lessons into the monthly themes or projects. Activities and group games will focus on promoting socialization, teamwork and the Y's core character values. Each school has an indoor or covered facilities that will be used for extreme heat and rainy days. Staff will encourage all youth to participate to the best of their ability during all activities, with modifications made for children with disabilities.

To further teach healthy living, 21st CCLC will ensure that each child is offered one nutritious snack daily that meets USDA standards through the district's Afterschool Meals Program and a Breakfast/Snack and Lunch for the Summer Program. Daily snack time will provide opportunities for staff to offer nutritional education, such as teaching the children the importance of nutrient-dense versus calorie dense snacks. The University of Miami's (UM) Translational Health In Nutrition& Kinesiology (THINK), a program partners, framework will
supplementary be used by employing a three-component model that interfaces educational themes with clinical experiences and relevant physical activity. Likewise, The Nicklaus Children's Hospital Pediatric Food and Nutrition Team will also provide dietary information to the children. The nutrition program is reinforced with the commitment to healthy eating by all program staff through modeling of healthy eating behavior.

**Adult Family Education:** Based on parent feedback from parent surveys and focus groups, the 21st CCLC program will strategically provide a number of parent engagement/involvement activities. Research shows that students do better academically and socially when educational programs build positive relationships with their families. The 21st CCLC program will engage parents/guardians beginning with open house at each site by providing information on program expectations, activities, goals and objectives, and the services that are available to their family. Parents will also have the opportunity to participate in a series of at least five parent workshops focused on family literacy, financial stability & budgeting, being your child’s advocate, Healthy Eating and Physical Activity (HEPA), and navigating the district’s portals. In these sessions, information about school and community resources such as online tutoring, free internet access for low-income families and other resources to ensure that families have the capacity to support their child will be disseminated. The 21st CCLC program will also host a Fall and Spring Showcase, where children will display their projects, artwork, performances and fitness demonstrations, and provide an opportunity for parents to learn about their child’s experiences, interest and abilities. Additionally, the Y will conduct a number of events throughout the year to support strong parental involvement including “Lights on After-school” and “Healthy Kids Day”. All events will be held at convenient pick-up times from 5-7pm or on weekends, allowing working parents to participate. In addition, parents will have the opportunity to participate in a quarterly Parent Advisory Forum to share their needs, issues, concerns and recommendations for improvement, as well as provide feedback on program offerings, on themes, and afterschool activities. Parents will be encouraged to consistently attend and participate in activities.
through incentives donated by local businesses or the school PTA, such as gift cards.

**Summer Programming:** Summer camps at Saunders and Mandarin Lakes will be a compilation of activities which will begin with students being greeted in an opening ceremony which involve positive self-affirmation and character-building activities to build self-esteem and confidence. Students will participate in PBLs tied to academic (ELA and STEM) and personal enrichment, as well as visual arts and SPARK physical fitness activities. Each summer week will culminate in an educational field trip experience and used to reward and incentivize the children. Finally, a closing ceremony where student’s daily accomplishments are recognized, and early day affirmations are re-affirmed.

3.8. **APPLICANT’S EXPERIENCE AND CAPACITY.** The Y is part of a worldwide organization comprised of the YMCA of the USA, a national resource office, and 2,700 Ys with approximately 20,000 full-time staff and 600,000 volunteers in 10,000 communities across the country. The Y engages 9 million youth and 13 million adults each year in the US. Almost 100 years ago, the Y opened its first location in South Florida, as the YMCA of Greater Miami. In 2015, it merged with the YMCA of Broward County, to become the YMCA of South Florida, building its capacity and shared resources to offer more programs, services and initiatives focused on youth development, healthy living and social responsibility, according to the unique needs of the communities it engages. Currently the Y’s Youth Development Department hosts 21st CCLC Programming at eight sites (2 contracts) in Miami-Dade County serving over 235 elementary school students. Formally, the Y operated 21st CCLC Programming at nine high school sites through the Children’s Services Council of Broward County (CSC), a publicly funded agency. All 21st CCLC programs have been evaluated and monitored by independent agencies, and they have received no compliance or evaluation findings regarding the operation of the programs. The Y’s leadership team responsible for overseeing the 21st CCLC program has over 120 years of experience in federal, state, and county grants management and compliance. Details on staff experience can be found in the attached...
Organizational Chart. In addition to 21st CCLC, the Y has over 50 years of experience providing before and after school care, as well as summer and non-school day programs to children in South Florida. Last year alone, the Y provided services to approximately 25,000 children/youth including 1,146 students with disabilities in before and after school childcare programs across Miami-Dade and Broward County. These programs have benefited from supports provided by the Y, including administrative services described below, curriculum development, recruitment support, and parent resources.

**Program Administration and Fiscal Management:** The Y has tremendous experience operating both small and large programs, with a plethora of strong financial management policies and practices. The Y’s Executive Director will monitor financial expenditures and adherence to the approved budget. The Y’s Associate Executive Director will directly manage and ensure compliance of financial expenditures programmatic reporting consistent with the program goals. All accounting procedures, including accounting for expenditures under this grant, are performed using the Uniform Grant Guidance and Green Book standards. The Y follows financial management processes including a strict conflict of interest policy, purchase orders for all items, annual audits, monthly financial reports, inventory management, and use of accounting software. Several departments under the Y’s auspices provide support to the Y’s administrative and fiscal management team; namely the Finance Department, Payroll Department, Human Resources Department, Grants and Compliance Management, Centralized Data Management, and Secure Storage.

**Use of Program Evaluations:** The Y has successfully implemented the 21st CCLC program at three of the proposed schools in the past. Throughout its extensive history of 21st CCLC programming, the Y and the targeted schools have consistently provided accurate and timely data to meet all state and federal 21st CCLC reporting requirements, and enhance program offering through identified areas of need for the overall program as well as individual students within the program. Results of the 2017-18 summative
evaluation shows that the Y has consistently met or exceeded a majority of 21st CCLC program objectives at the targeted schools. Specifically, across all of the targeted schools in this application, of the regularly participating children, 77.5% in reading and 85% in math either improved or maintained their grade performance between the first and last semesters. Moreover, 92.8% demonstrated improvement or maintained their science grade. Additionally, 86.9% of parents of regularly participating students attended 2 or more parent sessions and 97.7% of parents surveyed reported they were very satisfied with the program. Although the results are positive, programmatic adjustments were needed in the area of reading. Thus, improvement in the model were made by incorporating the LitArt program and integrating reading in all aspects of the program including PBL.

3.9. STAFFING & PROFESSIONAL DEVELOPMENT. 3.9.a. Staffing Plan: The teacher/counselor-to-student ratio will be 1:10 in academic and enrichment activities. Tutoring services for smaller groups will be facilitated at a 1:5 ratio or 1:1 if needed. The Program Director will serve as the primary contact and will be responsible for overseeing the implementation of the program, managing the budget, and ensuring the collection and maintenance of all program and evaluation data including daily attendance and assessment data. A Site Coordinator at each site will serve as the manager of day-to-day operations, coordinate services at their site as the Collaboration Liaison. The Y will recruit 21st CCLC staff from the current pool of teachers and staff already employed at the school, each of whom are qualified, trained, and experienced in working with the targeted populations. All 21st CCLC staff will have qualifications verified to provide the activities for which they are hired. Each teacher will be certified by FLDOE, thus ensuring high quality academic programming. The Lead Teacher will also be a certified teacher, thus helping with development of curriculum and projects. Counselors, experienced with the population being served, will assist academic programming and lead enrichment activities. The program organizational chart can be found in the attachments. The Y will ensure that at least two

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staff are CPR and First Aid certified and at least one is on-site at all times. All staff must pass a FBI Level 2 background screening and Department of Children and Family Services and MDPS mandated screenings.

3.9.b. Professional Development: All 21st CCLC staff will participate in a range of trainings related to academic achievement provided by Y and the curriculum providers. The Professional Development (PD) plan for the 21st CCLC includes the use of curriculum training materials, on-site training, workshops, conferences, local network meetings, and webcasts. All staff are required to complete at least two annual trainings related to 21st CCLC. Meetings will be conducted monthly to identify priorities in training needs and ensure PD activities are completed. The 21st CCLC Program Director will ensure all trainings are complete. PD activities will be documented through attendance logs, meeting agendas, and feedback inventories. The program will use surveys to examine PD satisfaction and impact. The following primary trainings will be conducted: overview of safety plan and program procedures; First Aid/CPR; curriculum training - LitArt, ARISE, Botvin, SPARK; training to implement PBL strategies and incorporating academics into service-learning projects. Both YMCA, Risk Management and Curriculum Training presenters host specialized qualifications, certifications and experience aligned topic areas and curriculum offerings. Annual risk management trainings include developmentally appropriate practices; child abuse reporting; anti-bullying policy; inclusion training; "Give Me 5" behavioral methods; cultural diversity/sensitivity training; and Blood borne pathogens.

3.10. FACILITIES. The Y 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 grassy 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 Y 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. Each school is designed to enhance student safety and security, while also ensuring accessibility to students and parents of all abilities. As required by law (402.305(5), F.S.), each school follows standards set forth by Florida Building Code, State Requirements for Public Educational Facilities, and the Florida Fire Prevention Code. Schools' facilities are in compliance with architectural accessibility regulations and codes, including those of the ADA Accessibility Guidelines. All schools are licensed through the Department of Children & Families Childcare Licensing.

3.11. SAFETY & STUDENT TRANSPORTATION. **Student Safety:** All schools have a single point of entry. The Y's internal safety protocols coupled with the Department of Children and Families Services standards of safety ensures that ID points are hosted, only authorized adults and legal guardians are able to sign out students, and students are closely monitored through the process of ongoing head counts. Lead program staff ensure that fields and recreational areas are perused and inspected for objects or hazardous materials prior to students being allowed to play. Policies and procedures for ensuring student safety are a primary component of the Y's Operational Manual, which the program is required to follow. Additionally, a Security Specialist will be at each school site. Upon hire all staff undergo rigorous background checks (local, state and federal and school board) and verification of position qualifications. The YMCA mandates ongoing annual staff developmental trainings.

Individualized safety measures are also set-up with the information gathered from the parents/guardian on the child's registration form. Each participant's form must list parent/guardian's contact information, medical or other special needs, emergency contact, as well as the individuals who are authorized to pick-up the child. Parents and guardians are given the Y Parent Handbook outlining the policies and procedures on safety, discipline, pick-up procedures, etc. Since the programs are operated at the schools, it eliminates the children traveling to another site. Following dismissal from school, students are escorted to their
assigned 21st CCLC room where attendance will be taken. Transitions between activities are supervised by 21st CCLC staff according to the school day procedures and school-wide behavioral expectations for transitions (e.g., walking in lines, staying together, etc.). Children in K-1st grades are picked up from the classroom by Y staff or are brought to the program. 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 the child's attendance that day.

**Safe Transportation:** The 21st CCLC program is located at the school attended by the students targeted to eliminate transportation barriers. With this type of set-up, there is no need for outside transportation. However, procedures are in place to ensure students arrive to their appointed program check-in area and that staff-to-student ratios are maintained as students transition to program activities. Parents are responsible for transportation home and are required to sign-out their child at the end of each day. Students are not permitted to walk home without formally written permission by a parent/guardian. During the summer, parents/guardians are responsible for transport children to and from the program, and the Y will contract with MDPS approved transportation vendors for all offsite fieldtrip needs. The YMCA hosts Safety Plan mandates for site and field trip emergencies. The YMCA is guided by local school district emergency procedures and works closely with local authorities, as needed.

3.12. PARTNERSHIPS, COLLABORATION AND SUSTAINABILITY. 3.12.a. Partnerships. The Y and the schools have received support from a number of partners that have and will assist in developing, implementing, and sustaining the program. Although the Y will continuously seek support from partners throughout the grant period, the following are the major partners that have already committed (detailed in the Partnership Table and Memorandum of Understandings). **MDPS** and each **Principal** has agreed to provide space, administrative resources, data, identification of students and staff, and snacks/lunch. **UM's**
THINK will provide clinical experiences and physical activity. Nicklaus Children’s Hospital will provide staff to facilitate the nutrition component and dietary information to the children in the program. The Y and the schools have also invited a number of additional partners, including local restaurants and others to provide items such as gift incentives for parents.

3.12.b. Collaboration. As part of the needs assessment process, the program has already initiated the task of collaborating with regular school day teachers and administrators at the four schools. The Principals, leadership team and school day teachers were involved in the development of this application, the objectives and selected activities. School leadership will remain heavily involved in all aspects of program implementation and sustainability.

In order to maintain the highest level of collaboration between the regular day and the afterschool program, 21st CCLC staff will employ several strategies: (1) employ regular school day teachers in the afterschool and summer programs, (2) student quarterly progress reports will be provided to the regular day teachers by the Program Director on each student in the program; (3) quarterly teacher feedback reports will be provided by regular teachers to communicate with the program; (4) regular face-to-face meetings and emails will be provided by the Program Director to the regular day teachers to alert them of the upcoming activities and request feedback on students; (6) teacher conferences will provide regular teachers a time to talk with the Lead Teacher about student specific needs; and (7) faculty meetings will include a discussion of the 21st CCLC program and a request for feedback from faculty and staff in the meeting when possible.

3.12.c. Sustainability. The Y will continue to be very active in seeking funds from a wide range of sources to grow and maintain the 21st CCLC program. The 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 that it may continue to serve the community. These combined efforts will ensure that the Y will sustain the program after funding has ended.