3.1 PROJECT ABSTRACT/SUMMARY. YMCA of South Florida’s 21st CCLC program provides academic and personal enrichment through Afterschool, Summer, and Saturday School (Saturday Success Academy) to 190 students in kindergarten-5th grade attending Comstock Elementary, Florida City Elementary, Frances S. Tucker Elementary and Frederick Douglass Elementary Schools located in Miami-Dade County. The programs offer 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 1:55 pm-6:05 pm for 180 days during the school year (08/01/2020 – 7/31/2021). Saturday Success Academy operates at Comstock from 8:00 am-1:00 pm for 14 sessions. Summer programming operates at Florida City, and Frederick Douglass, Monday-Friday, from 8:00 am-6:00 pm for 7 weeks (34 days). Objectives include performance improvement in core academic subjects, 3rd grade promotion rate, physical fitness and nutrition, and emotional regulation. Educational resource-driven and mental health resiliency adult family member services are provided.
3.2 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 U.S. 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 ten sites (3 contracts) in Miami-Dade County, serving over 330 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 is 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 30,000 children/youth, including 1,150 students with disabilities in before and after school childcare programs across Miami-Dade and Broward Counties. 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 monitors financial expenditures and adherence to the approved budget. The Y's Associate Executive Director directly manages and ensures compliance of financial expenditures and programmatic reporting consistent with 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 two 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 offerings through identified areas of need for the overall program as well as individual students within the program.

2019-2020 (current tenure's) summative evaluation results are unavailable to date. However, the results of the 2017-18 summative evaluation show that the Y has consistently met or exceeded a majority of 21st CCLC program objectives at the targeted schools. 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 two 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 was made by incorporating the LitArt program and integrating reading in all aspects of the program, including Project Based Learning.
3.3 Needs Assessment. This proposal was developed as a result of a comprehensive needs assessment that began in the 2019-20 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 County Public Schools (M-DCPS) administrators, teachers, and Y youth development 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 U.S. 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; 4) an analysis of affordable afterschool programming currently available to students that offer standards-based academic enrichment; and 5) focus groups with admin, teachers, students and parents of both the 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 the unmet academic and personal enrichment needs of students and families at Comstock Elementary, Florida City Elementary, Frances S. Tucker Elementary, and Frederick Douglass Elementary.

Involvement of Community and Private Schools: Each of the fifteen (15) identified private schools, within ten 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 and follows 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/focus groups, the Y staff shared briefings about 21st CCLC mandates the meeting/focus group intent to gauge a
wholesome understanding of community needs which were then used to create potential objectives and activities.

**Consideration of Stakeholder Viewpoints from Focus Groups and Surveys:** All those interested were provided opportunities to provide feedback and/or suggest different objectives and activities during focus groups 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. A growing concern from parents, teachers, and school administrators in the upcoming year is the critical need for additional academic support for the expected learning loss as a result of the school closures due to the coronavirus pandemic. **Students** continued to show interest in fun and engaging academic enrichments such as project-based learning and other activities including, physical fitness, art, and music. These viewpoints have shaped the proposed program.

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

**School Profile: Comstock Elementary:** Of the 555 students attending this Title I school, 93.2% were economically disadvantaged (eligible to receive free/reduced lunch) in 2019-20. Over 98% of the students are of a minority race/ethnicity, with 86.5% being Hispanic and 12.1% Black/African American. Additionally, 58.9% of the students are English Language Learners (ELL), and 12.8% are Students with Disabilities (SwD).

There is a critical need to provide students with additional opportunities for standards-based academic enrichment. According to FLDOE, Comstock Elementary is a C school in 2019, having fallen from a B in 2018. According to FLDOE’s EDStats (2019), more than half (57.3%) of 3rd graders and 65.7% 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 (44.8%) of 3rd and 5th graders scored less than satisfactory in math as compared to 39.6% and 30.7%, respectively, districtwide. Similarly, in science, 55.2% of 5th grade students scored less than satisfactory at this school, far above the district average of 46.8%. There is a considerable disparity in academic achievement at the school, where 25.8% fewer students with disability in ELA and 27% less in math, scored below satisfactory on the FSA than non-disabled students. The school was identified as a Targeted Support and Improvement (TS&I) school due to low performance by 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 six known incidents primarily involving fighting, disruption on campus, and vandalism. Additionally, 2018-19 student attendance shows that 25.6% of students were absent 10% or more days of school, which is greater than 18.5% districtwide.

**School Profile: Florida City Elementary:** Of the 692 students attending this Title I school, almost all of the students (93.4%) were economically disadvantaged (eligible to receive free/reduced lunch) in 2019-20. Over 98% of the students are of a minority race/ethnicity with 42.6% being Hispanic, and 55.9% Black/African American. Additionally, 20.7% of the students are English Language Learners, and 15.2% are Students with Disabilities.

Students at this school are in critical need for additional academic support and enrichment. According to FLDOE, Florida City is a C school in 2019, maintaining its grade over the past six years with no improvement. According to FLDOE’s EDStats (2018-19), over 63.4% of 3rd graders, 64.6% of 4th graders, and 74.8% of 5th graders at the school scored less than satisfactory on the FSA in ELA as compared to 39.9%, 36.4%, and 40.4%, respectively districtwide. Furthermore, the percentage of students performing less than satisfactory in FSA math increased by 25.9
percentage points from 48.5% of 3rd grade students performing less than satisfactory in 2017-18 to 74.4% in 2018-19, as compared to 32.8% districtwide. An increase of over 18.7% in students scoring less than satisfactory was also realized by 5th graders from 54.5% in 2017-18 to 73.2% in 2018-19, which is above the district at 35.2%. In science, 78.9% of 5th grade students scored less than satisfactory, which is far above the district at 46.8%. In all core subjects tested, the percentage of Black/African American students who scored less than the satisfactory level was highest among all subgroups. 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 three known incidents primarily involving sexual harassment and vandalism, and over one-quarter (25.5%) of students were absent 10% or more days in 2018-19, as compared to 18.5% districtwide.

**School Profile: Frances S. Tucker Elementary:** Of the 292 students attending this Title I school, 83.9% were economically disadvantaged (eligible to receive free/reduced lunch) in 2019-20. Over 93% of students at the school are of a minority race/ethnicity, with 57.9% being Hispanic and 35.3% Black/African American. Additionally, 18.8% of the students are English Language Learners, and 21.6% 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, Frances S. Tucker is a C school in 2019, having fallen from an A in 2018. According to FLDOE’s EDStats (2018-19), almost half (46.8%) of 4th graders at the school scored less than satisfactory in FSA in ELA, above the district average of 36.4%. In math, 44.7% of the 4th graders and 59.6% of 5th graders scored less than satisfactory on the FSA as compared to only 30.7% and 35.2%, respectively districtwide. Furthermore, 59.6% of 5th grade students in FSA science scored satisfactory or higher as compared to only 46.8% districtwide. Almost all subgroups at the schools are performing less than satisfactory in all subject areas, with students with disabilities being one of the lowest groups
with a staggering 86.4% scoring less than the satisfactory level in ELA and 69.6% in math. 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. Students at the schools have shown at-risk behavior with incidents of bullying reported at the school. Additionally, 22.5% of students were absent 10% or more days in 2018-19, which is far about the district average of 18.5%.

**School Profile: Frederick Douglass Elementary:** Of the 240 students attending this Title I school, 95.4% were economically disadvantaged (eligible to receive free/reduced lunch) in 2019-20 and 98% of the students are of a minority race/ethnicity with 25% being Hispanic, and 72.9% Black/African American. Moreover, more than 17% of the students are English Language Learners, and 15% are Students with Disabilities.

Students at Frederick Douglass are at-risk of academic failure and are in critical need of academic and personal enrichment. According to FLDOE, Frederick Douglass is an F school in 2019, having fallen drastically from a C in 2018 and an A in 2017. According to FLDOE's EDStats (2018-19), 71.8% of 3rd graders and a shocking 75.8% of 4th 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 36.4% of 4th graders. In math, about 60% of the 4th and 5th graders scored less than satisfactory on the FSA as compared to only 30.7% and 35.0%, respectively districtwide. Furthermore, 59.6% of 5th grade students in FSA science scored satisfactory or higher as compared to only 46.8% districtwide. Students in all subgroups including Black/African American, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged students are underperforming in all subject areas at the school. For this reason, Frederick Douglass was identified as a Comprehensive Support & Improvement (CS&I) school with a ranking of F in school grades and is being monitored by the State. Furthermore, the students at the school have shown at-risk behavior with incidents of physical attacks and breaking and entering/burglary reported at the school. Additionally, 2018-19 student attendance shows that 12.9% of students were absent
for 21 or more days, as compared to 10.7% districtwide. And an astonishing 30.8% were absent for 10% of days or more, which is far above the district average of 18.5%.

**Community Needs:** All four schools are located in high poverty areas – specifically Comstock, Frances S. Tucker and Frederick Douglass are located in the City of Miami, and Florida City is located in Florida City. According to the U.S. Census (2018), combined these cities serve 475,433 residents. These areas have had devastating effects of poverty, with declining budgets and fewer resources per family. In fact, 21.7% of residents in Miami, and 38.3% of residents in Florida City are living below the poverty line. The poverty experienced in the area is underscored, with 11% of families with school age children living in poverty in Miami and 45.5% in Florida City (Census, 2018). High poverty is further compounded by a high combined unemployment rate of 5% as compared to 2.7% throughout Miami-Dade County (Census, 2018). However, the unemployment in the area is expected to double or triple due to the coronavirus pandemic. Students and families served by the schools are primarily composed of working families, where almost 20% of families in Florida City and over 7% in Miami are single-parent households (Census, 2018). Even when home, many parents may lack the tools to assist with homework and academics due to low educational attainment – with 21% in Miami and 45% of Florida City adults 25 years and over not completing high school, and only 3% combined completing a bachelor's degree or higher (Census, 2018). The 21st CCLC program supports working families by providing academic support and a "safe haven" for students afterschool.
3.4 COMMUNITY NOTICE and DISSEMINATION of INFORMATION.

The YMCA of South Florida (the Y), proactively informed the community about its intent to submit an application for 21st CCLC funding in partnership with the identified schools. The notice was placed on the Y’s website and its social media (Facebook and Instagram) pages. Additionally, the Y posted a Community Notice in the local Sun-Sentinel newspaper from May 4, 2020 - May 15, 2020. The notice clearly outlines the agency’s intent to apply and provides an invitation of services to eligible participants and community stakeholders.

The Y gained partnership agreements and mailed letters via the United States Postal Services (by registered and certified receipt) to fifteen (15) identified private schools located within ten-mile radius of the target schools. These letters notified the private schools of the intent to engage/consult with them through focus groups to design the program, so that the needs of eligible participants are met. Parents, private schools, and other stakeholders were also invited to focus groups to solicit their input.

The YMCA’s Marketing Team is fully aware of the compliance measures and expectations of the 21st CCLC grant to ensure that the community is provided timely and meaningful communication. With this understanding made a priority, the Y’s 21st CCLC requests to update information on the Y’s website is prioritized by the Marketing Department. The Y’s webpage hosts a 21st CCLC landing page where at minimum, the program’s Community Notice of Intent, a copy of the submitted RFP, the Nita M. Lowey 21st CCLC Program logo, list of program sites, the Program Director’s contact information, pictures of program activities and accomplishments, testimonials from parents and community partners, and the approved Scope of Work (upon contract execution) are posted and made available on the website.
3.5 PARTNERSHIPS, COLLABORATION AND SUSTAINABILITY.

3.5.a. Partnerships.

All snacks and meals are provided to Y program participants by the Miami-Dade County Public Schools (M-DCPS) Afterschool Meals Program, through an on-going partnership agreement (see in attachments).

As part of its focus on healthy living, the Y ensures that each child is offered one snack daily on after-school days, and a breakfast and a lunch on non-school days (inclusive of summer programs and the Saturday school program). All snacks and meals meet USDA standards and follow the My Plate Guidelines, which ensures that participants get the daily required servings of fruits, vegetables, whole grains, fat free/low fat milk products and lean meats. Snack and Meal time provide opportunities for Y staff to offer nutritional education, such as teaching the children the importance of nutrient-dense versus calorie dense snacks.

The Y and the schools receive support from a number of partners in developing, implementing, and sustaining the program. Although the Y 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).

M-DCPS and each Principal has agreed to provide space, administrative resources, data, identification of students and staff, and snacks/meals. University of Miami's THINK Program provides clinical experiences, nutrition, fitness education, and physical activity. Nicklaus Children's Hospital staff facilitate the nutrition component and dietary information to the children in the program. Additionally, this partner trains Y site staff to support the ongoing nutrition education on a daily basis within the program. U.S. Soccer Foundation provides soccer education and skill development to program participants. This partner also provides the soccer uniforms, equipment, and rewarding/incentives (medals, trophies and certificates) to support this program offering. Rewards/incentives are not purchased from grant funds.
The Y and the schools have also invited a number of additional partners, including local restaurants, farm share opportunities, and other community-based businesses to provide items such as free farm produce, nutritional cooking demonstrations (Family Engagement) and gift incentives for parents.
3.5 PARTNERSHIPS, COLLABORATION AND SUSTAINABILITY.

3.5.b. Collaboration.

As part of the Needs Assessment process, the program has already initiated collaboration with regular school day teachers and administrators at the four schools. Meaningful collaboration amongst the Y, each school's Administration and staff at the 4 proposed schools is not new. A provider agreement (annually renewed) with Miami-Dade County Public Schools Before & Afterschool Programs for last 10 years, has proven to be an unwavering partnership at these 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 remains heavily involved in all aspects of program implementation and sustainability.

Target Schools (Y 21st CCLC Program Sites) and Eligible Partnering Private Schools

In order to maintain the highest level of collaboration between the regular day and the afterschool program, 21st CCLC staff employs several strategies: (1) employ regular school day teachers of each school site in the afterschool, Saturday school and summer programs, (2) students quarterly progress reports are provided by the regular day teachers to the Program Director; (3) quarterly teacher feedback reports are provided by regular day teachers to the program; (4) regular face-to-face meetings and emails are provided by the Program Director to the regular school day teachers to alert them of the upcoming activities, events and request feedback on students' academic and behavioral progress; (5) monthly teacher conferences provide school day teachers a time to talk with the YMCA's Lead Teacher about student specific needs, to gauge appropriate accommodations and offerings during the afterschool program; (6) YMCA staff attend faculty meetings and guide discussions about the 21st CCLC program and request feedback from faculty and staff in the meeting, when possible; (7) a Parent Advisory Committee is established at each site, comprising of a minimum of 10 members and hosted at least twice per year. At minimum two teachers, two parents and diverse members of the
community and private sector are invited to be members of the Y's 21st CCLC Parent Advisory Committee.

Emails, calls, and flyers posted on message boards around each school campus are strategies used to recruit and maintain successful participation and engagement. Meeting minutes are emailed to committee members and made available to schools' administrators, staff, parents and members of the community upon request.
3.6 TARGET POPULATION, RECRUITMENT AND RETENTION.

Targeted Students: A total of 190 students (100 students at Comstock Elementary and 30 students each at Florida City, Frances S. Tucker and Frederick Douglass Elementary Schools) in grades K-5 are served each day in the 21st CCLC afterschool program. Based on the demographics of the overall schools, the student population consists 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. Approximately 16% of students with host disabilities and 24% are English Language Learners. Priority is 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, a minimum of eight parents (2 per program site) are targeted to participate in a series of workshops/Advisory Committee Meetings.

Identification and Enrollment: Students are identified by school staff based on each student's need for academic enrichment. Priority is given to students with the greatest risk factors and barriers. The identification of risk factors include: (1) low performance on Florida State Assessment (FSA), End of Course exams (EOC) or school day tests/assessments in ELA, math or science; (2) high rate of absences, suspensions or incidents; and/or (3) students identified as academic risk by teachers/administrators within TS&I subgroups.

Students with Special Needs: During the enrollment process, a YMCA staff member meets with a parent/guardian and conducts a special needs assessment to determine accommodations. To ensure that each student receives optimal support beyond a one to ten ratio (1:10), the Y works with the Advocacy Network for Disabilities to guide appropriate service offerings and accommodations.

The Y also works with other community-based organizations to provide the necessary referrals and resources to aid the success of each child and their family. Upon enrollment, staff
and parents continue to meet regularly to monitor each child's progress and tailor accommodations as needed.

**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 are approached with information about the program and encouragement to attend. Programs are advertised at the schools, on the YMCA website and in community centers. Once school begins, schools distribute flyers about the program for students to take home. Robocalls are used to market the program. However, referrals from each school's administration, teachers and families participating in the program are the primary source of promotion. Y's after-school programs are advertised on each school's marquee board, in The Sun Sentinel newspaper, South Florida Parenting Magazine, Today's Parent, and Miami Family Magazines.

With project-based learning (disguised learning), students view the program as fun and exciting, which serves as a natural recruitment method. Recruitment efforts are also employed to engage families, primarily through focused outreach efforts and inclusion of high-interest family services. To maximize impact, all recruitment efforts are provided in English, Spanish, and Haitian Creole. The school administrators 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 identified and recruit children needing additional academic support to participate in the summer program at Florida City and Frederick Douglass Elementary Schools. The academic "Summer slide" is addressed by the recruitment of the current year's afterschool participants and parents.

**Retention and Participation:** The Y understands the pertinence of getting students to stay for the entire program day and attend daily. Retention strategies vary, based on student grade level
— with strategies for younger students focused on the parents and strategies for older students focused on both parents and the students.

In all grades, parents are reminded about the importance of the program, provided results from the program, and required to sign a participation agreement that outlines the expectation for them to have their children remain the entire program day and regularly attend. In addition, particularly for the older students, the program focuses 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 educational activities are used to retain students and ensure regular attendance. The Program Director constantly monitors the utilization rate of the children who participate in the program. The Site Directors maintain a great relationship with the participants and their families who participate in the program and ensures that there is dialogue about the program, their needs and satisfaction. Should the utilization rate fall below 90%, the Program Director works with the Y staff and the School's Administration to develop an action plan to increase attendance and retention rates.
3.7 TIMES AND FREQUENCY OF SERVICE PROVISION.

**Program Operations** - The 21st CCLC program operates afterschool, Monday through Friday from 1:55pm to 6:05pm for 20.85 hours a week. Summer programming operates at Florida City and Frederick Douglass, Monday through Friday from 8am to 6pm for 50 hours a week for 34 days (7 weeks). Saturday Success Academy operates for 14 Saturday sessions, from 8:00am to 1:00pm. Details on specific dates and times can are found on the Site Profile Worksheet. All students are afforded the full breadth of programming each week, with modifications made for students with disabilities. Site Profile Worksheets and Sample Schedules are strategically designed to reflect logistics and offerings. Both documents can are found in the attachments.

**Adult Family Member Education** - Six (6) scheduled Adult Family Member Education activities are provided throughout the school year. The initial scheduled activity is a Program Orientation that is designed to provide information about the program (afterschool, summer, Saturday Success Academy and Adult Family Member Education offerings), clearly outline attendance and engagement requirements, and family members completion of a needs assessment. The needs assessment results are analyzed and used to spark an action plan to match connecting families to needed resources.

Each of the other five sessions hosted are a minimum of 30-minutes and are meaningful Educational and Mental Health sessions in topics such as family literacy, financial stability and budgeting, how to navigate the local school district's portal, health & nutrition, Being your Child's Advocate, Community Resources, Resiliency & Mental Health, and others based on parent feedback of the initial needs assessment.
3.8 PROGRAM EVALUATION.

**Independent Evaluator Identification and Qualifications:** Identification of an independent evaluator took place through research, recommendations from other 21st CCLC programs and by completing an objective cost analysis process. This non-biased cost analysis process is executed where a minimum of three external evaluation companies are invited to submit proposals. Proposals are screened based on quality of service and service offerings in alignment with the best possible price point. The Y completed the selection of an external evaluation for this program; however, formal notification is not provided until an award approval is afforded.

Consideration of important evaluation items are relevant to the proposed 21st CCLC program to meet the 21st CCLC RFP requirements. The required qualifications 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 is 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 is also 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 Directors, Teachers and Program Staff; Program observations and site visits (qualitative) including evaluator field notes from site visits, assessing student and staff performance, personal and academic enrichment activities; and Stakeholder surveys (qualitative) completed by adult family members of the student, school day teachers of students, and students participating in the program are also collected in July each year and provided to the evaluator for analysis.

Data Analysis and Reporting: The Evaluator analyzes 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 is analyzed in February yearly and the results are included in the Mid-Year Data Report to show whether the students have made gains when comparing baseline and mid-year data for each objective. The Evaluator meets with the Program Director to discuss the results of the Mid-Year Data Report and notes any changes needed in the areas of data collection and programming. These changes, if any, are included in the Evidence of Program Modifications based on Mid-Year Data Report deliverable in March yearly. End-of-Year data is analyzed in June yearly and those results are reflected in the End-of-Year Data Report deliverable (July) and Summative Evaluation Report deliverable (August). All reports are prepared by the Evaluator and reflect the program’s overall annual performance, recommendations for improvement, and reporting outcomes.

Processes for Accurate Data Collection, Maintenance and Reporting: The Evaluator meets with the Program Director and discusses what data needs to be collected that aligns with the grant objectives, as well as how the data is collected and who is collecting it. The Evaluator creates 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 is verified by the evaluator and if any discrepancies are found, the evaluator is immediately contacted by the Program Director with concerns.
Coordination of Evaluation Activities: The Evaluator coordinates 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 is 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 allows for the measurement of progress made towards meeting each grant objective and helps 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 help to inform the program about areas that may need improvement.

Use of Evaluation Results and Sharing Results with Community: Evaluation results are 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 is 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 and YMCA data is maintained in a secure electronic warehouse and hard copies stored in a locked cabinet. International Data Depository (documents storage) is used at the end of each contract year for long term storage.

Program Objectives: Seven program objectives are strategically chosen based on the Y's execution of a comprehensive needs assessment. Program objectives encompass three major categories namely, Academic (core subject areas), Social-emotional Learning and Personal Enrichment. Objectives identify reasonable and attainable benchmarks/goals tailored
specifically to the performance data and needs of the target population (see attached Objectives Table).
3.9 APPROVED PROGRAM ACTIVITIES.

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

**Homework Assistance/Tutoring:** Each day begins with staff greeting the children and homework completion, as this is a high priority of the 21st CCLC program. Children are grouped by grade level and in small groups. This peer-to-peer partnership approach facilitates more targeted, developmentally appropriate homework assistance. YMCA's 21st CCLC program staff 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 provide direct remediation and instruction, working with children individually and in small groups to improve children's understanding of specific concepts or procedures.

YM staff 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 uses a "Reward System" where movie tickets, gift cards, recognition (donated by YMCA's Community partners) are used to motivate children to complete their homework or participate in the program. The staff provides 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 50% of children at the targeted schools reading below grade level, the 21st CCLC program offers 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 participate in hands-on group activities that engage and motivate students in reading and writing, and as incorporates it into other areas throughout the program, such as math and recreation. The students participate through energizing activities, including interactive games, word games, and riddles. Using book club format, the children 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 offers STEM-related PBL projects complementing the school day curriculum and aligned to the math and science needs of the students. The PBL projects 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 are led through a five-step process (reflect, imagine, discover, create, and share). Children are 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 encourage the children to enhance their knowledge and develop authentic products while dealing with real-world issues. Children design, plan and carry out group projects that produce publicly-exhibited results such as products, publications and presentations. The children are encouraged to follow a path that begins with their own questions and ends with the formulation of conclusions. Using PBL, children 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 provides consumable materials aligned with Certified Teacher designed Project Based Learning Plans.
**Social Emotional Learning:** The 21st CCLC program promotes 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 participate in lessons using the evidenced-based Botvin LifeSkills training curriculum, a comprehensive, 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 are 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 is 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 are 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 involves children in developmentally appropriate activities based on their age levels and abilities. At each site, the children, facilitated by 21st CCLC staff, 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 culminate with the Annual Martin Luther King, Jr. (MLK) Day of Service. Children are 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 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 engages 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 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 engage, 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 are fully integrated into the afterschool program by incorporating lessons into the monthly themes or projects. Activities and group games focus on promoting socialization, teamwork and the Y's core character values. Each school has an indoor or covered facilities that are used for extreme heat and rainy days. Staff 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, the Y ensures that during the afterschool 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 Saturday and Summer Program. Daily snack time provides 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 partner's, framework is supplementary and is 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 provides 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 strategically provides 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 engages 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 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 is disseminated.

The 21st CCLC program also hosts a Fall and Spring Showcase, where children 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 conducts a number of events throughout the year to support strong parental involvement including "Lights on After-school" and "Healthy Kids Day". All events are held at convenient pick-up times from 5-7pm or on weekends, allowing working parents to participate. In addition, parents 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, themes, and afterschool activities. Parents are 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 Frederick Douglass and Florida City are comprised of a compilation of activities which 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 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 culminates 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.

**Saturday Success Academy:** Saturday Success Academy is hosted at Comstock Elementary and encompasses a combination of activities, inclusive of children receiving a nutritious breakfast and lunch through the Y's partnership agreement with Miami-Dade County Public Schools Meals Program. Throughout the day, Y staff engage students with positive self-affirmation and character-building activities to build self-esteem and confidence. Students are
placed in small groups, with each group's name chosen by students and strategically guided by the teacher to evoke empowerment and success.

Groupings are based on literacy, math and science levels using data from the last school's assessment. Students in K-4th grade participate in intensive tutoring sessions, transitioning among reading and math sessions. In addition to the previously mentioned subjects, 5th grade students participate in science. These sessions are fun and engaging but strategically geared towards the goal of ensuring students' success in their end of course/ state assessments. At the end of the 14 weeks/ sessions, children earn a reward if they attend all 14 sessions. Rewards/incentives are donated by local businesses and Y partners. Grant funds are not used to purchase rewards/incentives.
3.10a STAFFING & PROFESSIONAL DEVELOPMENT.

The teacher/counselor-to-student ratio is 1:10 in academic and enrichment activities. Tutoring services for smaller groups are facilitated at a 1:5 ratio or 1:1, if needed. The Program Director serves as the primary contact and is 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 Director at each site serves as the manager of day-to-day operations, coordinate services at their site as the Collaboration Liaison.

The Grant Data Coordinator is responsible for coordinating storing, organizing, securing, and accessing information related to 21st CCLC program activities and assists with monthly reimbursements to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner. Based on the critical academic and social-emotional needs of each of the proposed sites, the Grant Data Coordinator also serves as the student success liaison. By timely collection and ongoing analysis of assessment data, the Coordinator provides the Lead Teacher with current academic information to gauge the upcoming month's plans for tailoring PBL, tutoring and social-emotional learning sessions. This data aids the Lead Teacher's ability to develop an academic intervention plan to guide Certified Teachers and Counselors daily instruction and guidance, whether individually or in a group.

The Y recruits 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 have qualifications verified to provide the activities for which they are hired. Each teacher is certified by FLDOE, thus ensuring high quality academic programming. The Lead Teacher is also a certified teacher, thus helping with development of curriculum and projects.
Counselors, experienced with the population being served, assist academic programming and lead enrichment activities. The program organizational chart is found in the attachments. The Y ensures that program staff are CPR and First Aid certified in accordance with regulatory guidance provided by the Department of Children and Families (DCF) and Florida Department of Education (FDOE). At least two staff are CPR and First Aid certified and at least one is on-site at all times. All staff must pass an FBI Level 2 background screening and Department of Children and Family Services and M-DCPS mandated screenings.
3.10b Professional Development:

All 21st CCLC staff participates 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 are conducted monthly to identify priorities in training needs and ensure PD activities are completed. The 21st CCLC Program Director ensures all trainings are complete. PD activities are documented through attendance logs, meeting agendas, and feedback inventories.

The program uses surveys to examine PD satisfaction and impact. The following primary trainings are conducted: overview of safety plan and program procedures; First Aid/CPR; curriculum training - itArt, ARISE, Botvin, SPARK, Soccer for Success; training to implement PBL strategies and incorporating academics into service-learning projects. YMCA, Risk Management and Curriculum Training presenters host specialized qualifications, certifications and experiences aligned to 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.
3.11 FACILITIES.

The Y strategically chose each proposed school (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.

The Y strategically ensured that target schools were chosen as the 21st CCLC program site locations to ease any logistical issues that parents/guardians could possibly encounter. Based on the 2019-2020 M-DCPS Attendance Boundaries Assessment Report, the average distance between the school sites to the students’ homes is 2.1 miles. The Boundaries Report details **Comstock Elementary** covering a 1.2 mile area, **Florida City Elementary** covering a 3.1 mile area, **Frances S. Tucker Elementary** covering a 1.4 mile area, and **Frederick Douglass Elementary** covering a 2.8 mile area from which students commute to their respective schools daily.

Students and their Adult Family Members can access the school facilities 21st CCLC programs using the M-DCPS and DCF mandated single point of entry and screening process. Additionally, adult family members are allowed access to the facilities through our adult-family services presentations. These presentations are strategically selected to bridge the gap to resources that they would not have otherwise been privy to. Presentation topics include but are not limited to family literacy, financial stability, and budgeting, how to navigate the local school district’s portals, health & nutrition, Being Your Child’s Advocate, Community Resources, Resiliency & Mental Health, and others based on parent feedback of the initial needs assessment.
Each school site is designed to enhance student safety and security, while 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.
3.12 SAFETY & STUDENT TRANSPORTATION.

Student Safety:

The YMCA of South Florida follows protocols identified by the Y’s Risk Management Department in collaboration with best practices and recommendations by the Florida Department of Children and Families. These protocols are identified in the Y’s Safety Manual (excerpt attached) and are reviewed annually by senior staff and the Y’s Risk Management Department to ensure that our programs implement the best practices possible.

Such protocol includes guidelines for first aid, lost children, fire, active shooter, medical emergencies, severe weather, bloodborne pathogens, and transportation safety. The YMCA hosts Safety Plan mandates for school site and field trip emergencies. The YMCA is guided by local school district emergency procedures and works closely with local authorities, as needed.

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 is at each school site. Before 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 is 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 during the afterschool program and Saturday Success Academy. 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 Program, parents/guardians are responsible for transporting children to and from the program, with the exception of all offsite fieldtrips. The YMCA of South Florida uses contracted transportation services that are M-DCPS approved transportation vendors and at a minimum, comply with the regulations set forth by the Florida Department of Children and
Families. Our choice in subcontractor is an approved transportation company of Miami-Dade County Public Schools (M-DCPS) and meets all Florida Department of Transportation requirements.

YMCA staff is responsible for tracking all participants as they enter the bus and attendance is taken before departure and a "bus sweep" is administered prior to the bus leaving after dropping off staff and children at the field trip location. This process is repeated as the campers prepare to return from their destination. The YMCA staff conducts an attendance count as the participants enter the bus and once, they return to the school site/summer program location the staff conducts an exit attendance count as well as a bus sweep prior to the departure of the bus.
3.13 SUSTAINABILITY.

Partnerships.

The Y and the schools have received support from a number of partners that assist in developing, implementing, and sustaining the program. Although the Y 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).

Through a partnership agreement, **M-DCPS** has agreed to provide space, administrative resources, sharing of data, identification of students and program staff, and provision of breakfast, snacks, and/or lunch (based on guidance by the Department of Children & Families). **University of Miami’s THINK** provides clinical experiences and physical activity. **Nicklaus Children’s Hospital** provides staff to facilitate the nutrition component and dietary information to the children in the program. **Soccer for Success - U.S Soccer Foundation** provides Y staff with the trainings and tools to keep children engaged in fun soccer-based activities throughout the year. The program provides soccer education and skill development to program participants. This partner also provides the soccer uniforms, equipment, and rewarding/incentives (medals, trophies and certificates) to support this program offering. Rewards/incentives are not purchased from grant funds.

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 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 employ several strategies: (1) employ regular school day
teachers in the afterschool and summer programs, (2) student quarterly progress reports are provided to the regular day teachers by the Program Director on each student in the program; (3) quarterly teacher feedback reports are provided by regular teachers to communicate with the program; (4) regular face-to-face meetings and emails are provided by the Program Director to the regular day teachers to alert them of the upcoming activities and request feedback on students; (5) teacher conferences provide regular teachers a time to talk with the Lead Teacher about student specific needs; and (6) faculty meetings include a discussion of the 21st CCLC program and a request for feedback from faculty and staff in the meeting when possible. (7) a Parent Advisory Committee is established at each site, comprising of a minimum of 10 members and hosted at least twice per year. At minimum two teachers, two parents and diverse members of the community and private sector are invited to be members of the Y's 21st CCLC Parent Advisory Committee. Committee meetings are hosted quarterly. Emails, calls, and flyers posted on message boards around each school's campus are strategies used to recruit and maintain successful participation and engagement. Meeting minutes are emailed to committee members and made available to schools' administrators, staff, parents and members of the community.

**Sustainability.** The Y continues 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 ensure that the Y sustains the program after funding has ended.