



2022-2023 Scope of Work

Agency Name: Young Men's Christian Association of South Florida, Inc (YMCA)

Project Number: 13K-2443B-3POO1

Program Name: YMCA of South Florida (Grant #5)

Section 1: Project Abstract/Summary

The YMCA of South Florida operates DCF licensed 21st CCLC programming at Arcola Lake Elementary, 1037 NW 81st St, Miami, 33150, and Tropical Elementary, 4545 SW 104h Ave, Miami, 33165. 85 students in grades K-5 are provided after school programming Monday - Friday from 1:55 pm - 6:05 pm during the school year (8/17/22 - 6/7/23) across both sites; 30 students in grades K - 5 are provided summer programming at Arcola Lake Elementary from Monday - Friday from 8:00 am - 6:00 pm for 7 weeks (6/12/23 - 7/28/23). Program activities include Academic Enrichment, Engagement/ Safe and Supportive Relationships, English Language Arts, Health & Nutrition, Personal Enrichment, STEM, and Adult Family Member Services.

Section 2: Site Level Funding Eligibility

(Refer to the FRG)

Section 3: Applicant 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.

The Y's current Youth Development Department hosts 21st CCLC Programming at fourteen sites (4 contracts) in Miami-Dade County, serving over 520 elementary school students. The Y had successfully operated 21st CCLC Programming at over 15 sites in



21st Century Community Learning Centers



Miami-Dade County (in a 15-year span) within previously awarded contracts. The Y had also successfully operated 21st CCLC programs 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.

In addition to 21st CCLC, the Y has over 50 years of experience providing before and after-school programming and summer and non-school day programs for 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 the Y's support, including administrative services described below, curriculum development, recruitment support, and parent resources. Additionally, the Y is a sub-recipient through Broward College of the federal US Department of Education's Promise Neighborhood grant funding to provide afterschool and summer programs for elementary school-aged children in the 33311 zip code community. The 33311 zip code hosts the highest child poverty rate in the state of Florida.

Furthermore, the YMCA is also a sub-recipient through the U.S. Soccer Foundation, of the Soccer for Success Grant awarded by the Office of Juvenile Justice and Delinquency Prevention. This program supports the implementation and delivery of mentoring services to youth populations that are at risk or high risk for juvenile delinquency, victimization, and juvenile justice system involvement across 30 program locations in Miami-Dade County using soccer technique and the U.S. Soccer Foundation's evidence-based social-emotional learning curriculum as the stem of intervention.

Program Administration and Fiscal Management: The Y is led and advised by a Board of Directors consisting of community volunteers with expertise in business and community services and who share the passion for making the community stronger. The Y has tremendous experience operating small and large programs through local, state, and federal funding, with strong, established financial management policies and practices. The Y's Chief Financial Officer, the Vice President of Financial Operations, and Vice President of Youth Development monitor financial expenditures and adherence to the approved budget. Additionally, the Y's Associate Executive Director of Grants directly manages and ensures compliance with financial expenses and programmatic reporting consistent with program goals.

The Y' Vice President of Financial Operations is required to complete the FDOE Grants Fiscal Management Training Assessment course and successfully pass the training assessment annually. To ensure optimal fiscal fidelity, all expenditures must pass three tiers of approval commencing with the Associate Executive Director of Grants giving preliminary approval after ensuring purchase allowability and the availability of funds in the respective line item. Next, the Vice President of Youth Development leading to final approval from the Vice President of Financial Operations. The Y assures that approval processes are maintained to properly account for the use of public funds.

All accounting procedures, including accounting for expenditures under this grant, are performed using the Uniform Grant Guidance and Education Department General Administrative Regulations (EDGAR). The Y follows fiscal management processes, including a strict conflict of interest policy, purchase order and approval requirement for all purchases, annual audits, monthly financial reports, inventory management, and use of accounting software, and annually undergoes an independent third-party audit. The 2020-21 audit report did not find any deficiencies in internal control that were considered material weaknesses. 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, and the Grants Compliance & Data Management Department.

Use of Program Evaluations: The Y has successfully implemented the 21st CCLC program at a number of school sites in the local area in the past. Throughout its extensive history of 21st CCLC programming, the Y and its currently funded 21st CCLC 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.

The 2020-21 summative evaluation results show that the Y consistently met or exceeded a majority of 21st CCLC program objectives at the targeted schools. Across all of its current programs, the Y saw improvement in standardized test scores, social awareness/ interpersonal skills, and parental involvement benchmarks. Due to the pandemic, the Y, and many other 21st CCLC programs, faced a number of challenges in the last program year. However, lessons on adapting programming and scheduling, as well as maintaining and practicing social distancing and safety for students and staff, were learned. Thus, the Y has become more robust in combating the pandemic head-on, given the challenges faced, which will, in turn, benefit future students and approaches in the program in years to come.

Section 4: Building Your Program Team

The Y's 21st CCLC program was designed through a planning process that began in early 2022. The Y strategically developed a program team comprising of: Victor A. Ferrante, Miami-Dade County Public Schools Executive Director for Community Education and Before/After School Programs (member of school district) which services as a liaison between the Y staff and the school district to ensure compliance with before and after school programming standards/contract, and provide input on best practices; Viviana Bouza-Debs, Principal at Tropical Elementary and Yolanda Ellis, Principal at Arcola Lake Elementary (administrators at target schools) will facilitate the use of the facilities and recruitment/outreach of students at the school site, assist with scheduling the program, assist in identifying student academic and enrichment needs tied to the school improvement plan, and facilitate communication between the school day program teachers and the afterschool program; Yoelly Burgos-Muñoz, President at Nature Postings Inc (community member) will provide input in program activities including outdoor excursions that enable student to embrace education and encourage ecological exploration; Janelle Corado, a parent at Tropical Elementary and Yolanda Smith, a parent at Arcola Lake Elementary will attend program advisory meetings and provide feedback on program activities and areas of improvement; Dr. Arlette Perry, Professor at University of Miami (member from a postsecondary institution) will assist in the implementation of a health and nutrition curriculum and will provide hands on disguised learning experiences for program participants and serve as the liaison between the Y and the University of Miami's School of Education and Human Development's THINK Project.

Letters of commitment for each member of the program team are attached. It should be noted that the Y has secured membership of Miami-Dade County Public Schools (M-DCPS) stakeholders in the program team. Still, strict district policy precludes them from providing individual letters of commitment. The commitment of M-DCPS and its stakeholders is encompassed within the district's letter of support, which is signed by the district superintendent. Confirmation of the district policy is attached.

A series of meetings with the program team formalized discussions surrounding the development of the application, identification and assessment of program needs, and program design, including activities, scheduling, and strategies. Each member of the program team provided critical data and/or information for the program design and activities and committed to being a part of the program implementation and advisory.

The Y's 21st CCLC program will functionally operate under the continued advisement of the program team, which comprises representatives from partner organizations, principals of participating schools, parents, higher education institutions, and community

members. The program team will expand its membership to include additional stakeholders from the targeted schools (i.e., teachers, support staff) and community, as needed, as it meets at least quarterly to collaboratively (1) plan program activities and events, (2) develop and deliver funding sustainability efforts (i.e., grant proposal development, fundraisers), (3) disseminate program results and progress to community leaders and stakeholders to justify future and expanded support for the program, and (4) assess summative and formative evaluation reports and processes to identify program strengths and improve programming weaknesses in a cycle of continuous improvement.

The Associate Executive Director will act as the group co-chair and will be responsible for sharing financial reports, formal evaluation results, and other pertinent data with the larger program team, so that input and direction may be provided on future programming and planning efforts. This process will also ensure accountability on expenditures and grant progress. The program team represents a think tank of practitioners and stakeholders that serve to connect the community with schools. Through this “connectedness” and “regular involvement,” the program will be sustained via community buy-in and commitment to supportive resources.

The Y offers its assurance that the community has been given notice of its intent to submit for the 21st Century CLC grant funding through certified and registered mail to private schools within a 10-mile radius from each program site and a public community notice on the Sun-Sentinel Newspaper and the YMCA of South Florida’s website (<https://ymcasouthflorida.org/21st-century-community-learning-centers/>).

Section 5: Engaging Stakeholders

The 21st CCLC program represents the continuation of a comprehensive, community-wide improvement initiative that began during the 2021-22 school year with a needs assessment and planning process coordinated by a program team. The program team is a stakeholder body comprised of district and school administrators, colleges, parents, community members, and Y staff. Taking the lead on the 21st CCLC initiative was the Y and the Miami-Dade County Public Schools district that set out to accomplish the program team’s aim of providing academic enrichment and youth development for the students at the two school sites through the establishment and coordination of an academic enrichment and family services system in Miami-Dade County.

The lack of resources to address the risk factors found during the needs assessment was the driving force behind this 21st CCLC planning process, which was carried out by the program team as follows: Step 1 – Data Review: The program team joined the Y staff in a

series of needs assessment and planning meetings. Representatives from the schools and district's before and after school office provided existing needs data from various sources to compile a general "needs profile" for the students and families of the targeted schools. Stakeholder survey results of three stakeholder groups, including teachers, parents, and community stakeholders at both schools, showed a strong need support for the afterschool program.

Based on survey results, all stakeholder groups, including teachers (12 at Tropical and 15 at Arcola Lake representing more than 20% at each school), parents (45 at Tropical and 64 at Arcola Lake representing at least 10% at each school), and community stakeholders overwhelmingly identified homework assistance as the most essential afterschool component coupled with a need for support and intervention in reading, math, science, physical health, mental health, family stress, social-emotional learning, and behavior support. All stakeholders revealed that the afterschool program should have a healthy balance of academic and enrichment activities. Step 2 – Resource Inventory: The program team then performed a resource inventory to identify existing community resources and service gaps in the school's service area. The input was provided by community-based and public non-profit agencies, including the schools, who were asked to describe existing services and after-school programming resources for local youth and families. The information gathered painted a picture of high needs coupled with diminishing resources. Step 3 – Program Development: Through a series of meetings attended by the school staff, district administrators, parents, teachers, community stakeholders, and Y staff, the 21st CCLC target service population was selected based on the "greatest need" (as defined by student performance on standardized assessments, school attendance, Title I and other data).

The program team agreed that the children and families of Arcola Lake Elementary and Tropical Elementary should be primarily targeted for services during the five years of the program, due to the staggering poverty and academic needs of the students and families. Each potential programming element was then openly discussed, assessed, and aligned with risk factors and needs data of targeted children and families of these schools. Program elements were researched by a sub-committee of Y staff and community representatives to verify scientific validity and effectiveness in meeting the needs of the target population and meeting the performance goals and indicators set by the FLDOE.

The proposal narrative and program elements developed by this sub-committee were endorsed by several stakeholder groups, including the program team, the district and school leadership bodies, teachers, community stakeholders, and the Y leadership team.

The culmination of this planning effort that was led by the program team, resulted in a comprehensive, customized model for community-wide, sustainable, after-school, and summer programming infrastructure that will be deployed with 21st CCLC grant funds and leverages community and school resources.

All stakeholder groups will continue to be involved in implementing the program. Teachers, parents, and community stakeholders at both schools have committed to being a part of the program's evaluation, workshops, and academic instruction. The 21st CCLC program will have a "program team" at each school (comprised of school day and 21st CCLC staff, as well as parent and community representatives) to meet at least quarterly to discuss the following topics: student academic progress, student recruitment and retention strategies, family engagement and program sustainability, and collaboratively plan and design program activities. Non-program team teachers and after-school staff members will be invited to attend the meetings to discuss concerns about individual students or program elements. Each program team member will act as a "communication liaison" – responsible for sharing information on the program's progress and announcing upcoming events at staff meetings to acquire continual buy-in from the school and ancillary program staff.

Each quarter, the Y will provide an informal, simple, one-page form that describes enrollees' attendance, academic progress, performance, and behavior issues – which will be shared with the program team and other stakeholder groups. Program staff will also provide information to parents and regular school day staff and teachers that articulate students' behavioral, academic, and participatory performance in the program. School Principals will be part of the program team to help report updates and progress to the larger stakeholder groups to ensure accountability.

Further, a consumer and staff satisfaction evaluation system will be employed under the advisement of the Grants Compliance & Data Management Department for every key program activity (i.e., academic enrichment, physical activities, etc.). Consumers will be encouraged to complete and submit the satisfaction surveys that measure their level of access, "buy-in," and satisfaction with the services. Moreover, the Y will facilitate focus groups where attendees will discuss access and implementation strengths and weaknesses and provide recommendations for improvement. During formal meetings, staff and stakeholders will regularly review survey and focus group data so that feedback may be applied to modify and improve program strategies in a cycle of continuous improvement.

Section: 6 Assessing Program Needs

This proposal was developed based on a comprehensive needs assessment that began in the 2021-22 school year, where the Y staff began working closely with the 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) district administrators, teachers and the Y's 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 US Census – American Community Survey; Florida Department of Education's (FDOE) School Report Card, Miami-Dade Public Schools Research Department, National Center for Educational Statistics, School Improvement Plans, Neighborhood Scout crime reports; and surveys results from students, parents, and community stakeholders; 4) an analysis of affordable afterschool programming currently available to students that offer standards-based academic enrichment and youth development, and 5) focus groups with school administration, teachers, students and parents of both schools and service location and identified neighboring private schools.

This led to the decision to apply for 21st CCLC to enhance current services to bridge the out of school needs of students and families at Arcola Lake Elementary and Tropical Elementary schools.

Community Involvement and Private School Participation: All private schools identified within ten miles of the program sites received an invitation via email and/or US postal service to participate in a focus group meeting to assess their needs and follow 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 to gauge a wholesome understanding of community needs to help create potential program objectives and activities.

Consideration of Stakeholder Viewpoints from Focus Groups and Surveys: All stakeholders interested in providing feedback were given opportunities to share their insight and/or suggestions, through focus groups and surveys to aid the establishment of program objectives and activities. Overarching questions and discussions were aligned with stakeholders identifying the most effective forms of communication to parents/families, identifying subject areas that are deemed most essential to meeting

academic needs, their rating the level of importance for homework help, and their rating the level of support in the development of the aligned program.

The Y's leadership deemed it necessary to obtain survey responses from a minimum of 20% of the Teacher population at each proposed school as an indicator of "meaningful engagement." Based on the data obtained from the "Know Your Schools Portal" (<https://edudata.fldoe.org/ReportCards/Schools>), 12 (21%) of the 58 Teachers employed at Tropical Elementary that received the Y's stakeholder survey completed the process. At Arcola Lake Elementary, surveys were sent to the 42 Teachers employed and 15 (36%) completed the survey process. At Arcola Lake Elementary, 457 parents whose children are currently attending Kindergarten through 5th Grade received a survey. Of the 457 parents, 64 (14%) parents fully completed/ responded to the survey. At Tropical Elementary, 277 parents whose children are currently attending Kindergarten through 5th Grade received a survey. Of the 277 parents, 45 (16%) parents fully completed/ responded to the survey. The Y surveyed 4 community partner stakeholders and received a 100% response rate. Community partners that completed the stakeholder survey were Nicklaus Children's Hospital, the University of Miami, the U.S. Soccer Foundation, and the National Wildlife Federation.

Stakeholder survey results of three stakeholder groups, including teachers, parents, and community stakeholders at both schools, showed a strong need for support for the afterschool program. Results overwhelmingly identified homework assistance as the most essential afterschool component coupled with a need for support and intervention in reading, math, science, physical health, mental health, family stress, social-emotional learning, and behavior support. All stakeholders revealed that the afterschool program should have a healthy balance of academic and enrichment activities.

Specifically, Teachers and School Administrators identified a critical need for fun and engaging academic enrichment in science, math, and English Language Arts (ELA) that would help reduce the achievement gap widened by the pandemic, as well as activities that build social and emotional skills. Parents reported a need to assist students with homework, state assessment preparation, and resiliency skills. Students expressed interest in more fun and engaging academic enrichment activities such as project-based learning, and enrichment activities such as physical fitness, and the arts. These viewpoints helped shape the program model.

Demographics and Risk Factors of Targeted Population and Schools: Miami-Dade County, where the schools are located, has segmented areas of extreme poverty. According to the American Community Survey, Miami-Dade County is home to almost

22% of residents living below the poverty level (ACS, 2020). Over the past few years, the county has dealt with the devastating effects of poverty during the pandemic, with a declining budget and fewer resources available for families. The poverty experienced in the county is underscored by one out of every four families with school-age children, and an astounding 65% of single female householders with children are living in poverty (ACS, 2020). It is no wonder that over 30% of households with children are receiving food stamps/supplemental nutrition assistance (ACS, 2020).

Research confirms that poverty contributes to the academic failure of children because those families living in poverty often cannot afford educational resources for their children, or they cannot participate in supportive academic activities with their children due to under-education, illiteracy, or other poverty-induced barriers (i.e., transportation, childcare). High poverty is further compounded by the high unemployment rates in the county, reaching records at 13.9% as the pandemic struck the tourism-dependent economy (Bloomberg, 2020). Students and families served by the schools primarily comprise working families, where almost 24% are single-parent households and struggle to find affordable after-school care for their children while they are at work (ACS, 2020). Even when home, many parents may lack the tools to assist with homework and academics due to low educational attainment – with 22% of adults 25 years old and over living in the county having less than a high school diploma, and only 32% combined completed a bachelor's degree or higher (ACS, 2022).

Many of the students' families at the targeted schools specifically lack the literacy skills needed to help their children with academics and homework. The poor economy forces many working adults to make long daily commutes (of up to 2 hours in some cases across Miami-Dade County through daily traffic) and forces them to work two or even three jobs to survive. Most of the students who do not have access to the limited afterschool programs available in the community take the school bus home to an empty house during a time when research shows juvenile crime rates triple and the likelihood of being involved or a victim of a crime is increased. The county has a high crime rate where the chances of becoming a victim of a violent crime in Miami are 1 in 167, which is higher than the state, which is 1 in 258 (Neighborhood Scout, 2022). Therefore, the 21st CCLC program must support working families by providing academic support and a "safe haven" for students after school.

Poverty and low education attainment are predominating paradigms that define the community and impact the children attending the targeted schools. Arcola Lake Elementary and Tropical Elementary offer a casebook example of how poverty and under-performance are linked. Both schools are school-wide Title I schools due to the

high rate of children from low-income families. At Arcola Lake Elementary, 97% of students are eligible for free/reduced school lunch programs, and 78% of children live in households that receive supplemental nutrition assistance (SNAP) or other governmental assistance in 2020-21 (NCES, 2021). Of the 543 Prek-5 students that attend the school, almost all (99%) students belong to a minority group, including 67% being Black and 31% LatinX/Hispanic (NCES, 2021). About 22% of students are English Language Learners, and over 30% are identified as students with disabilities (FLDOE, 2021). Tropical Elementary hosts an Exceptional Student Education Center, serving students with varying disabilities, including physical, intellectual, and behavioral, in inclusion settings. At Tropical, 84% of students are eligible for free/reduced school lunch programs, and 59% of children live in households that receive supplemental nutrition assistance (SNAP) or other governmental assistance in 2020-21 (NCES, 2021). Of the 416 students that attend Tropical, 98% are minorities, of which almost all (97%) are LatinX or Hispanic (NCES, 2021). Over 64% of students are English Language Learners, and over 33% are identified as having a documented disability (FLDOE, 2021).

Students at the targeted schools continue to struggle academically. At Arcola Lake, 62% of students in reading/English Language Arts (ELA) and 59% of students in math are performing below grade level according to the Florida Standards Assessment (FSA), as compared to 44% in reading/ELA and 54% in math districtwide (FLDOE, 2021). In fact, trend data show from 2017-18, prior to the pandemic to 2020-21, student learning gains in reading plummeted from 72% of students showing gains to only 56% of students, and 71% to 43% in math, demonstrating the extreme learning loss due to the pandemic and other circumstances and is why according to the School Improvement Plan (SIP), meeting expected learning gains in both ELA and math are set as school priorities.

Black/African American student subgroup (the majority of students) were the highest underperforming subgroup and had the largest achievement gaps among their white counterparts, which identifies the school as a Targeted Support and Improvement school by the FLDOE. This, combined with chronic absenteeism of 42% or 214 students missing 20 days or more, has hindered students' academic progress at the school (FLDOE, 2021). Of those students, 68% were Black/African American students, 31% were LatinX/Hispanics, and 35% were students with disabilities (FLDOE, 2021). These statistics demonstrate the need for program activities such as Academic Enrichment, Engagement/Safe and Supportive Relationships, English Language Arts, Health & Nutrition, Personal Enrichment, STEM, and Adult Family Member Services.

At Tropical Elementary, learning gains in ELA for students with disabilities fell from 67% in 2017-2018 prior to the pandemic to only 27% of students showing learning growth in

2020-21, and from 48% to 20% in math, further demonstrating the learning loss to the pandemic and other circumstances. The students with disabilities subgroup were the highest underperforming subgroup at the school. Specifically, the percentage of students with disabilities who met proficiency (levels 3-5) in math fell below the Federal Index standard rate of 40%, identifying the school as a Target Support and Improvement school by the FLDOE for the 2021-22 school year (FLDOE, 2021). Further, the SIP indicates that 24% of Tropical Elementary students have a substantial reading deficiency (SIP, 2021). This, combined with chronic absenteeism of 15% or 56 students missing 20 days or more, has hindered students' academic progress at the school (FLDOE, 2021). Of those students, almost all (95%) were LatinX/Hispanic students, and half were students with disabilities (FLDOE, 2021). These statistics demonstrate the need for program activities such as Academic Enrichment, Engagement/ Safe and Supportive Relationships, English Language Arts, Health & Nutrition, Personal Enrichment, STEM, and Adult Family Member Services.

Section 7: Intentionally Designing Activities

The 21st CCLC program is designed to provide structured and education-focused activities for students and their families. The Program Team designed all activities with direct feedback from students, parents, and teachers at the schools, ensuring student and family engagement. All academic activities are facilitated by certified teachers and assisted by highly qualified, trained counselors. To ensure familiarity and to foster a level of comfort for its students and families, the Y provides strategic recruitment of staff from the target school to serve in its program.

Operational Planning

The afterschool program will operate Monday-Friday from 1:55pm – 6:00 pm for 20.83 hours a week at both sites. The summer component will run at Arcola Lake Elementary from Monday-Friday 8:00am – 6:00pm for 50 hours a week, for 7 weeks. Attached is the sample schedule for the afterschool and summer programs. The academic component is based on the Practice Guide Structured in Out-of-School Time to improve academic achievement published in July 2009 (Udell, C. L., 2003). The study meets What Works Clearinghouse (WWC) standards with reservation (Every Student Succeeds Act (ESSA) Tier 2). As recommended in the Practice Guide, the Y's 21st CCLC program provides individualized/adaptive, highly engaging instruction with strong linkages between the out-of-school program and the regular school day, as well as well-trained and experienced staff, ongoing performance monitoring, strategic program outreach to attract and retain students, monitor attendance, and the use of evidence-based research to match program structure to desired student outcomes.

Activity Design

Academic Enrichment (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, based on parent stakeholders' feedback. Children are grouped by grade level and in small groups. This peer-to-peer partnership approach facilitates more targeted, developmentally appropriate homework assistance. The Y'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 their concentration.

As needed, Certified Teachers provide direct remediation and instruction, working with children individually and in small groups (based on academic and developmental abilities) to improve children's understanding of specific concepts or procedures. Research shows that 21st Century programs that provide intensive small group instructions or individual tutoring have been shown to be an effective approach to students' academic gains (Lauer et al, 2006).

Tutoring and homework assistance are based with modifications on a study conducted by Manpower Demonstration Research Corporation (MDRC) examining participation in Reading Partners, a supplementary program that provides eligible elementary students with individualized tutoring from community volunteers that had an impact on reading achievement. The MDRC study included 1,265 students in grades 2-5 and was a randomized controlled trial with low attrition and is rated as meeting What Works Clearinghouse (WWC) group design standards without reservation (ESSA Tier 1) (Jacob, R.T., Armstrong, C., & Willard, J.A., 2015). Results reported that Reading Partners led to statistically significant improvements in reading fluency, reading comprehension, and sign word efficiency measured by standardized assessment.

Y staff monitor students' progress by assessing content areas that students need assistance, reiterate directions of assignments, showing effective methods for completing assignments, and helping students learn to evaluate their own progress. The Y's 21st CCLC program uses a "Reward System" where movie tickets, gift cards, other forms of recognition (donated by YMCA's Community partners), are used to motivate children to complete their homework and meaningfully attend and participate in the program. The staff provide daily individualized communication to parents about the status of each child's homework completion at pick-up time, as well as host scheduled formal teacher-parent meetings.

Academic Enrichment (Homework Help) activity is offered during the afterschool program to kindergarten through grade 5 participants, 5 days per week (45 minutes each service day).

English Language Arts (ELA): 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, and 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 incorporate learned skills into other areas throughout the program, such as math and recreation. Students participate through energizing activities, including interactive games and riddles.

Using a 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.

As a supplement to the LitArt LEARN curriculum and the book club, the Y partners with the Florida State Alliance of YMCAs to provide the YMCA Reads (Y-Reads) program at both program locations. This program uses SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), a research-based reading program paradigm developed by The Developmental Studies Center.

Y-Reads is an after-school reading remediation and mentoring program where at-risk and low-income children in kindergarten through third grade develop reading skills they need to succeed in school. This early intervention program improves students' reading skills through mentoring and the use of a research-based, data-driven curriculum. It also helps students achieve or maintain satisfactory school attendance and behavior; both are essential ingredients to students' school success.

The Y-Reads program successfully closes the achievement gap in students' reading performance with structured curricula delivered by well-trained staff and community volunteers/mentors. The Y-Reads program provides differentiated reading instruction to students through small group tutoring/mentoring. Mentoring is used to enhance academic achievement through relationship building and increased academic self-esteem from learning to read. The Y's partnership with the Y-Reads program has yielded donations of books and tablets for facilitation of this program.

The Y's reading program is based on research studies that meet rigorous standards established by the WWC (ESSA Tier 2) demonstrating positive effects on the foundational skills to support reading for understanding in kindergarten through 3rd grade. Two studies found positive impact on vocabulary skills among kindergarten and grade 1 students served under the program's framework (Baker et al, 2013). The two studies that meet rigorous standards established by the WWC, tested school-based interventions for kindergartners that, among other things, demonstrated how words may be broken into syllables. These two studies found positive impacts among kindergarten students on phonology (the ability to articulate the sounds of language) and/or letter names and sounds (Oulette and Senechal, 2008). Sixteen studies that meet rigorous standards established by the WWC, examined school-based interventions related to reading aloud with children and providing feedback (Begeny et al., 2010; Burroughs-Lange and Douetil, 2007; Case et al., 2014; Christ and Davie, 2009; Denton et al., 2010; Denton et al., 2013; May et al., 2013)

English Language Arts (ELA) activity is offered during the afterschool program to participants in kindergarten through grade 1 for 5 days per week (1 hour each service day), and to participants in grade 2 through grade 5 for 5 days per week (1 hour and 5 minutes each service day). During the summer program, English Language Arts (ELA) activity is offered to participants in kindergarten through grade 5 for 5 days per week (3 hours each service day). This activity is provided in a project-based learning model that also includes STEM activities.

STEM (Project Based Learning): The parents from the targeted schools expressed children's 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 that were identified in data provided by district-level and school-based Stakeholder Program Development Team members. 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. 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. Student voice and leadership is a priority during the facilitation of projects.

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 challenges, recreating natural disasters, and computer coding. Each site provides consumable materials aligned with Certified Teacher designed Project Based Learning Plans. This component is based on the external analysis of rigorous peer-reviewed studies on PBL, which found in a randomized controlled trial that PBL classrooms demonstrated stronger outcomes at the statistically significant level compared to their non-PBL peers meeting WWC standards without reservations (ESSA Tier 1) (Kingston, S. & Wagner K., 2022).

STEM (Project Based Learning) activity is offered during the afterschool program to participants in kindergarten through grade 1 for 5 days per week (1 hour each service day), and to participants in grade 2 through grade 5 for 5 days per week (1 hour and 5 minutes each service day). During the summer program, STEM (Project Based Learning) activity is offered to participants in kindergarten through grade 5 for 5 days per week (3 hours each service day). This activity is provided in a project-based learning model that also includes English Language Arts (ELA) activities.

Engagement/Safe and Supportive Relationships (Social Emotional Learning): The 21st CCLC program promotes healthy and positive personal development through social emotional learning (SEL) using the evidence-based “Second Step Out-of-School Time” curriculum. Efforts to close the achievement gap between low-income children and their more affluent peers has led to the development of classroom interventions and curricula to increase executive functioning and social-emotional skills, thought to be foundational for learning. Modeling Second Step Curriculum’s underlying theory of change, Structural Equation Modeling (SEM) was used to longitudinally examine the effects of the curriculum on low-income preschool children’s kindergarten school readiness through the hypothesized mediating role of emotional functioning and social emotional skills in improving academic skills and task behaviors in school. As expected by SSEL’s theory of change, growth in emotional functioning predicted gains in both academics (particularly math), and on-task behavior. End-of-year academic skills, and on task behavior in turn predicted better school readiness. Thus, overall, findings largely supported Second Step Curriculum’s theory of change, particularly in relation to emotional functioning. Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017).

One of the highlights of the evidence-based “Second Step Out-of-School Time” curriculum, is its ability to be flexibly tailored for students based on their social emotional needs. The program translates research findings into key components that

helps to design efficiency in curricula delivery in the out of school learning environment. The curriculum allows the Y's program staff to easily pivot, when necessary to strategically identify and address critical social-emotional needs based on unexpected events that directly affect the emotional and social well-being of program children, their families, and community.

The program is designed to aid staff to specifically meet the needs of children in the out-of-school time (OST) setting. Established through extensive research of social-emotional programs, this program helps to teach pertinent social-emotional skills like community-building, empathy and kindness, and growth mindset to children from kindergarten through grade 5. The program's flexibility also lends to staff's ability to tailor the facilitation of activities, based on student's academic and development abilities.

The program includes learning materials that can be used in a variety of settings and group sizes. Age and developmentally appropriate activities use play, arts and crafts, and games to encourage creativity and elevate children's voice and choice, while providing staff with a disguised avenue of gauging the children's understanding of the concept discussed. These adaptable activities can fit the needs of kids varying ages and abilities, and incorporate strategies that support cultural awareness and responsiveness. This program delivery model is based on research (ESSA Tier 4) that 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). 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 coupled with collaborative learning strategies taught through role playing, discussion, coaching, and practice as students participate in program activities such as PBLs (Project Based Learning) to enhance students' self-esteem, self-confidence, ability to make good decisions, and ability to resist peer pressure.

As a supplement to the "Second Step Out-of-School Time" curriculum, the Y partners with the National Wildlife Federation to provide the Outdoors Adventure Curriculum to its kindergarten through 5th grade students at both program locations. The guiding principle that nature and humans are intrinsically connected provides a framework for children to situate themselves in nature. Understanding this principle is central to the curriculum's ability to connect youth to nature. Equally important is the intentional placement of social emotional learning within each activity. Outdoor Adventurers is designed to engage youths' senses and evoke emotions allowing them to be in community with others, be present in nature, and define their unique connection to nature in culturally meaningful ways.

Furthermore, social and emotional learning is reinforced through opportunities to participate in monthly “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.

Engagement/Safe and Supportive Relationships (Social Emotional Learning) activity is offered during the afterschool program to participants in kindergarten through grade 1 for 2 days per week (50 minutes each service day) and participants in grade 2 through grade 5 for 1 day per week (45 minutes). During the summer program, Engagement/Safe and Supportive Relationships (Social Emotional Learning) activity is offered to participants in kindergarten through grade 5 for 4 days per week (1 hour and 30 minutes each service day).

Personal Enrichment (Physical Fitness)/ Health and Nutrition Education: The 21st CCLC staff utilize the evidenced-based SPARK curriculum, which has been used by the Y for over the last 10 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.

SPARK has been proven to be an effective fitness curriculum model by over 50 publications. SPARK is the only National Institutes of Health researched program that positively affects all student outcomes including activity levels in class and away from

school, physical fitness, sport skills, enjoyment of physical education, and academic achievement. SPARK was identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity as reported in "Fighting Obesity: What Works, What's Promising" by the HSC Foundation. SPARK was evaluated as a health-related physical education program for fourth- and fifth-grade students designed to increase physical activity during physical education classes and outside of school. Seven schools were assigned to three conditions in a quasi-experimental design. Health-related physical education was taught by physical education specialists or trained classroom teachers. Students from these classes were compared with those in control classes. Analyses were conducted on 955 students with complete data. The results showed that students in the treatment spent more minutes per week being physically active than the control group (Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F., 1997).

The Y's 21st CCLC programs 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 and summer programs 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 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. SPARK will be supplemented by "Soccer for Success" which is a direct education intervention designed to improve fitness levels of participants, improve nutritional knowledge and behavior of participants (and their families), and improve youth development outcomes of participants.

Additionally, the Y has maintained a fruitful partnership with the U.S. Soccer Foundation for the past 5 years. The foundation receives funding through the Department of Juvenile Justice to support key childcare providers with the resources to provide children of at-risk communities with physical fitness through soccer, as a disguised opportunity to develop social skills and build knowledge of health and nutrition. "Soccer for Success" curriculum is the U.S. Soccer Foundation's out-of-school time program proven through evidence-based studies to help children establish healthy habits and develop critical life skills. Led by Y staff, trained as coach-mentors, the program teaches soccer and healthy lifestyles in a fun and safe environment where students can thrive. The U.S. Soccer Foundation as a partnering agency (Community Stakeholder), provides the curriculum,

ongoing trainings, and program supplies to facilitate the curriculum at no cost to the Y.

Developed with the guidance of experts at Stanford University, Soccer for Success addresses common risks associated with living in underserved communities. The program was developed to support children in five avenues, namely, (1) Physical Activity - The program provides children with the opportunity to learn the sport of soccer in a supportive environment, while also getting the recommended 60 minutes of moderate-to-vigorous physical activity during each session. (2) Health & Wellness - Participants learn about eating right and other ways to stay healthy and active through an integrated curriculum that is fun and engaging. (3) Mentorship Staff - are trained as coach-mentors who not only teach children soccer, but also serve as role models by helping participants build confidence and recognize the value of hard work, teamwork, and persistence in achieving personal goals. (4) Community Engagement - The program connects families to resources and provides them with information to help them live healthy lifestyles and nurture their child's personal growth. (5) Safe Spaces - The program provides spaces that are physically and emotionally safe for students.

To further teach health and nutrition, the Y ensures that during the program hours 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 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. THINK is based on ESSA Tier 4 logic modeling that links understanding the causes and solutions to health challenges to increased physical activity outcomes. 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 and families through modeling of healthy eating behavior and experiences to healthier food choices by giving families meal kits, exposing them to nutritionally balanced food group combinations.

Personal Enrichment (Physical Fitness)/ Health and Nutrition Education activity is offered during the afterschool program to participants in kindergarten through grade 5 for 5 days per week (30 minutes each service day). During the summer program, Personal Enrichment (Physical Fitness)/ Health and Nutrition Education activity is offered to

participants in kindergarten through grade 5 for 5 days per week (1 hour each service day).

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 during the afterschool program and one during the summer that focus on family literacy, financial stability & budgeting, being your child's advocate, Healthy Eating and Physical Activity (HEPA), and navigating the Miami-Dade County Public School district's parent portal. 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, interests, 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 after-school 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.

Family engagement in afterschool programs can be leveraged to improve family engagement in learning, both in and out of school. Specifically, studies have found that family engagement in afterschool programs can lead to greater involvement in school events, increased assistance with homework, and more encouragement for reading. A 2-year quasi-experimental evaluation of the Generacion Diez program, which provides afterschool support to Latino students and their families, found that by the end of the second year of the program, parents of children with higher attendance rates in the

program reported significant increases in the quality and quantity of parent–teacher contact as well as engagement in their children’s school activities (Riggs & Medina, 2005). This study meets the WWC standards with reservations (ESSA Tier 2). Further, in a national evaluation of the 21st Century Community Learning Centers initiative found that participating parents also helped their children with homework more and asked their children about class more than nonparticipating families (U.S. Department of Education, 2003).

Adult Family Education sessions are offered 5 times during the afterschool program tenure, and 1 time during the summer program tenure.

Summer Programming: Summer camp at Arcola Lake Elementary are comprised of a compilation of activities which begin with students being greeted (by name), in an opening ceremony which involve positive self-affirmation and character-building activities to build self-esteem and confidence. Students participate in PBLs (Project Based Learning) 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 such as the Phillip and Patricia Frost Museum, an environmental education field trip or through the National Park Service and used to tie knowledge gained through a project-based learning (STEM) to real-life experiences. Finally, a closing ceremony where students’ daily accomplishments are recognized.

Groupings are based on literacy, math, and science levels using data from the last school year’s assessment (if available) and current academic progress assessments provided by teachers and school administrators of the target school. 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 are strategically geared towards the goal of ensuring students’ success in their end of course/ state assessments. At the end of the sessions (quarterly), children earn a reward if they meaningfully participate in all sessions. Rewards/ incentives are donated by local businesses and Y partners. Grant funds are not used to purchase rewards/incentives.

Targeted Students: A total of 85 students (30 students at Arcola Lake Elementary and 55 students at Tropical Elementary Schools) 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 consists of approximately equal numbers of boys and girls; with over 98% of the students coming from the traditionally defined minority groups, and 91% coming from low-income families. Approximately 32% of students host disabilities and

43% are English Language Learners. Priority is given to students belonging to the identified Targeted Support & Improvement 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, all parents are targeted to participate in a series of workshops and to attend Program Team meetings.

Identification and Selection of Partners

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), 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 (Targeted Support and Improvement) subgroups.

Students with Special Needs: During the enrollment process, a Y's staff member meets with a parent/guardian and conducts a special needs assessment to determine appropriate accommodations. To ensure that each student receives optimal support beyond a 1 to 15 ratio, the Y works with its community partner - 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. Based on data and feedback received from the Program Team and the "Know Your Schools" portal, Tropical Elementary currently hosts a greater need for lower-ratio inclusion programming due to 33.2% of its student population is identified with special needs. To address this need, arrangements have been made to easily pivot to providing a low- ratio Inclusion Program (1:5 ratio), in two cohorts aided by trained and experienced Y Behavior Assistants. The Y consistently relies on the Program Team's advice, enrollment trends, students' assessments, and guidance from the Advocacy Network on Disabilities to monitor the demand for program offerings and the Y's provision of quality services and accommodations to meet the needs of this population.

Student Recruitment and Retention

Recruitment/Enrollment: 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 target schools,

private schools within a 10 miles radius of the program, on the YMCA of South Florida's website and in community centers. Once school begins, schools distribute flyers about the program for students to take home. Robocalls and text blasts are used to market the program. However, referrals from the Y's program development team's school-based stakeholders at each school (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, and periodically 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.

During the school year, Y staff identify and recruit children needing additional academic support to participate in the summer program at Arcola Lake 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 with the support of the Grant Data Manager. The Site Directors maintain a great

relationship with the participants and their families who participate in the program and ensure that there is a 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 Program Development Team's stakeholders to develop an action plan to increase attendance and retention rates.

Transportation: The two 21st CCLC programs are located at the schools attended by the students targeted, to eliminate transportation barriers. With this type of program model, there is no need for outside transportation during the afterschool program. However, at each program procedures are in place to ensure students arrive at their appointed program's 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 formal written permission, by a parent/legal guardian.

During the Summer Program, parents/legal guardians are responsible for transporting children to and from the program, except for any offsite field trips. The YMCA of South Florida uses contracted transportation services that are Miami-Dade County Public Schools (M-DCPS) approved transportation vendors and at a minimum, comply with the regulations set forth by the Florida Department of Children and Families. The Y's choice in subcontractor is an approved transportation company of M-DCPS, that meets all Florida Department of Transportation requirements.

YMCA staff is responsible for tracking all children through a "roll call process" as they enter the bus, and attendance is taken again once all students have boarded and are seated on the bus (before the bus's departure). Once the bus reaches its field trip destination and students disembark the bus, a "bus sweep" is administered prior to the bus leaving staff and children at the field trip location. The same safety protocols are conducted on the return to the program's location, after a field trip.

Identification and Selection of Partners: 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 (see Letters of Commitment attached). Miami-Dade Public Schools Superintendent and each School Principals have agreed to provide space, administrative resources, data, identification of students and staff, and snacks/lunch. Three partners will provide in-kind (non-monetary) services including the University of Miami's THINK which 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; and the US Soccer Foundation will provide the “Soccer for Success” curriculum and programming to supplement the physical education and nutrition activities. “Nature Postings” and the “National Park Service” will provide substantially discounted admission fees and guides for the educational field trips. 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.

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 two 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; (5) 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.

Section 8: Recruiting and Retaining High Quality Staff

Recruitment, Retention, and Structure: The Y will make every effort possible to recruit 21st CCLC staff from the current pool of teachers and staff already employed at each school and considers staff with diverse cultural backgrounds. Analyzing each community’s demographics (including cultures, ethnicities, and primary languages) aids in staffing decisions. This guarantees that staff are qualified, trained, and experienced in working with the targeted populations. However, in light of the COVID-19 pandemic and the national hiring crisis it has bestowed upon us, the Y has had to enhance its recruitment strategies, both monetary and non-monetary strategically, to recruit qualified afterschool and summer staff aggressively and to adhere to the proposed

programming model. The Y enforces staff screening through fingerprinting and Level 2 background checks before working at any program location. To meet the requirements in the Y 21st CCLC program, all employees must be fingerprinted and cleared by County Court Search, the Florida Department of Law Enforcement, and the FBI. These are the exact requirements set by the school district for all of its employees. The second set of fingerprints is submitted to FDLE/DCF for additional national and state search/clearance.

These strategies include: creating compelling job descriptions focusing on benefits, the culture of the organization, and the Y's COVID-19 action plan; offering hourly wage increases; using social media and other platforms; implementing an employee (existing and former) referral program; developing and distributing captivating recruitment flyers throughout Miami-Dade County and online including Y clubs, town halls, local schools, local colleges and universities, community and family centers, banks and local libraries; reaching out to school administration and staff to distribute information about jobs at open houses and school events; and posting on local job boards. This coalesce of recruitment mediums fosters a recruiting target pool of school and community-focused mindsets to accomplish the goals of the 21st CCLC program.

The current proposed staffing structure of the 21st CCLC program is as follows: Vice-President (Administrative Support) > Associate Executive Director > Program Director > Site Director > Counselors/ Certified Teachers, Behavior Assistants, School Monitors, Custodians. The Grants Compliance & Data Management Department supports the 21st CCLC program via critical stakeholders such as the Senior Program Director, Grant Data Manager/ Coordinator, the Grant Billing Manager, and the Lead Teacher(s). Job descriptions including general duties and qualifications are attached.

The Associate Executive Director is responsible for the administration, compliance management, fiscal administration, and outcome measurements/ reporting responsibilities of 21st CCLC Program sites. Position leads active 21st CCLC teachers and staff by outlining learning objectives, monitoring, evaluating all programs and program activities, implementing corrective action as needed, and establishing and coordinating 21st CCLC program team meetings. This position supervises Senior Program Director, Program Directors, Data Reporting staff, and curriculum planning staff (Lead Teachers). An employee holding this position hosts a minimum of a Master's Degree and five (5) years of experience in after-school engagement.

The Program Director is responsible for their assigned 21st CCLC program sites, including 21st CCLC site staff supervision, staff development, overseeing 21st CCLC data collection, analysis, and data reporting. Program Directors maintain positive and

engaging relationships with school administration and provide direct services to 21st CCLC students. The Program Director is responsible for the site operations, including coordinating meals and snacks, acquiring project materials for PBL, communicating with parents, communicating with day school teachers, and managing student behavior. The Program Director submits monthly program deliverables to the state-assigned Program Development Specialist. An employee holding this position hosts a minimum of five (5) years of experience in after-school engagement, and a Bachelor's Degree is preferred.

The Site Director is responsible for managing and implementing the daily operation, coordination, and delivery of services described in the approved application at their respective program centers for working 30 hours per week. The Site Director is also responsible for collaborating with target schools and the community to find resources to provide an optimal programming experience to participating students and families. An employee holding this position has a minimum of 3 years of experience in after-school engagement, and an Associate's Degree is preferred.

The Counselor is responsible for leading 21st CCLC program activities inclusive of Academic Enrichment, Engagement/ Safe and Supportive Relationships, Health & Nutrition, and Personal Enrichment. Counselors are also responsible for snack disbursement and maintaining the security/ safety of actively participating 21st CCLC students. An employee holding this position has a High School Diploma or high school graduation equivalency (GED) and at least 1 year of workforce experience, preferably in academic and/or recreational settings. The counselor-to-student ratio will be 1:15.

The Certified Teacher is responsible for leading 21st CCLC program activities inclusive of Academic Enrichment, Engagement/ Safe and Supportive Relationships, English Language Arts, STEM, and providing direct instruction and assessment to program participants. Certified Teachers maintain 21st CCLC participant documentation and participate in 21st CCLC planning meetings and focus groups. Individuals in this position possess a valid Florida Teaching Certificate and a Bachelor's Degree and have at least 1 year of classroom teaching experience or academic settings. Recruitment priorities are in place for content-area Certified Teachers that match the goals and objectives of proposed programming. The teacher-to-student ratio will be 1:10. Tutoring services for smaller groups will be facilitated at a 1:5 ratio or 1:1 if needed.

The Behavior Assistants provide support to participants with special needs/developmental disabilities by re-directing challenging behaviors, positive behavior reinforcement, facilitating positive social skills with peers, etc., in an inclusive setting. They implement and follow the recommended inclusion plan and/ or Individual

Educational Plan (IEP) to assist participants in meeting established goals and follow and enforce safety standards and other policies and procedures implemented by the YMCA. An employee holding this position has a High School Diploma or high school graduation equivalency (GED) and at least 2 years of special needs experience, preferably in academic and/or recreational settings. The Behavior Assistant-to-student ratio will be 1:5. Note: position ONLY at Tropical ES given extensive enrollment of students with varying abilities at the school.

Campus Monitors are responsible for maintaining the security and safety of actively participating 21st CCLC students and staff during the program operation, assisting with student transitions, and coordinating the dismissal and transportation for the students to their homes; and Custodians (Summer ONLY) are responsible for performing general housekeeping/ cleaning duties to keep the site clean and safe.

Grants Compliance & Data Management Department stakeholders support the 21st CCLC program as follows: The Senior Program Director is responsible for program operations compliance, outcome measurements, data quality, and fidelity, developing learning objectives/ evaluation plans, and supports the submission of 21st CCLC program deliverables and supports Lead Teacher efforts to procure curriculum and content that provides meaningful academic intervention to program participants. An employee holding this position hosts a minimum of five (5) years of experience in after-school engagement, and a bachelor's degree is required. The Grant Data Manager/ Coordinator manages, stores, organizes, secures, and access information related to 21st CCLC program activities. This team is responsible for managing large amounts of information and translating such information into EZReports on time. This team is accountable for outcome measurements, data quality, fidelity, and student attendance entries into EZReports, and supports the submission of 21st CCLC program deliverables. The Grant Data team 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. An employee holding this position hosts relevant experience in data entry/ data management and has a High School Diploma or high school graduation equivalency (GED). The Lead Teacher is responsible for creating, managing, and implementing the educational program described in the approved application, supervision, direction, and guidance for Certified Teachers and assuring implementation of evidence-based curricula with fidelity. Individuals in this position possess a valid Florida Teaching Certificate and a bachelor's

degree and have at least 5 years of classroom teaching experience or in academic settings. Recruitment priorities are in place for content-area Lead Teachers that match the goals and objectives of proposed programming. The Lead Teacher also substitutes if a Certified Teacher is absent to ensure that academic instruction in the program is not interrupted. The Grant Billing Manager is responsible for evaluating and maintaining all 21st CCLC fiscal reporting under the direction of the Associate Executive Director. This position also manages the fiscal implementation, monitoring, and evaluation of the 21st CCLC program to ensure budgetary compliance and that all contract funding terms and conditions are met. The Grant Billing Manager is responsible for submitting monthly reimbursements and applicable amendments for all 21st CCLC programs. An employee holding this position hosts relevant accounting, finance, and grants management/administration experience and hosts at least an associate degree.

Professional Development: All 21st CCLC staff participate in a range of trainings related to academic achievement, program goals and procedures provided by the Y, critical external training partners, and curriculum publishers (which host specialized qualifications, certifications, and experiences aligned to topic areas and curriculum offerings) to guarantee a high-quality and safe program. Y Leaders are committed to the cause of change against racism and social injustice. The Y has worked to make anti-racism, social justice, diversity, equity, and inclusion a part of the everyday operations and practices of the organization. The Y is committed to educating staff on what it means to be and have a culture of diversity, equity, and inclusion.

All Y Executive Leadership and Equity & Justice Committee members received intensive 2-day training on “Undoing Racism” (facilitated by Children’s Services Council of Broward County). This training aimed to increase the staff’s cultural awareness, knowledge, and skills to protect against civil rights violations. Training attendees gained an in-depth cultural awareness and understanding of the impact of cultural differences, the necessary foundation, and tools to become culturally competent, and a better understanding of cultural challenges. In addition, as a licensed program by the Florida Department of Children and Families, 21st CCLC staff complete the 40 hours of mandated training as required by state Child Care Standards, 65C-22.008(4) Florida Administrative Code.

The Professional Development (PD) plan for the 21st CCLC program includes curriculum training materials, on-site training, workshops, conferences, local network meetings, and webcasts. The 21st CCLC Program Director ensures all trainings are complete. PD activities are documented through attendance logs, meeting agendas, and feedback inventories and centralized on the Annual Training Checklist, updated annually to include training updates as required by critical professional development partners. The checklist

follows the following sequence:

(1) June AND/ OR August: staff attends a Summer Camp and/ or Back to School Kickoff, an all-day training covering the essential training pieces required to work 21st CCLC programming. Topics include Program Curricula and Resources (LitArt, Second Step, SPARK, STEM/ Project-Based Learning), Safety & Risk Management, and Behavior Management in rotational breakout sessions. Each new staff member will be assigned a "buddy" they will shadow during their onboarding process and a coach/mentor. The Program Director will conduct regular meetings with site staff, and Site Directors will conduct program observations to identify needs and challenges. The Site Director will meet with the staff as a team to share findings and schedule necessary additional training.

(2) September/ October: Staff must participate in relevant online training through Trust Academy. This Y-mission-aligned partner provides training across Miami-Dade County to strengthen its partner agencies' ability to deliver after-school effectively and summer services, therefore positively impacting the children and families in the communities being served. The required training topics for direct care program staff are 1. Introduction to Effective Behavior Management, 2. Introduction to Effective Literacy Instruction, 3. Discovering Inclusion, 4. Homework Assistance, and 5. Differentiated Literacy Instruction. The Annual Training Checklist outlines which modules apply to each program position.

(3) January/ February: All staff must participate in Y training delivered online through the CypherWorx. This Y-mission-aligned partner provides training across the country to child-serving organizations annually (with the first completion at the time of hire as a pre-employment requirement). The required training topics for direct care program staff are 1. Bloodborne Pathogens and HIV, 2. Child Abuse Prevention and Awareness, 3. Hazard Communication, 4. Incipient Stage Fire Extinguisher Education, 5. Media and Social Media Best Practices, 6. Safety and Survival in an Active Shooter Event, and 7. Sexual Harassment Prevention for Employees

(4) Other - Required: All staff must participate in the following trainings as scheduled on the Annual Training Checklist. 1. Soccer for Success (Physical Fitness) is the U.S. Soccer Foundation's program proven to help children establish healthy habits and develop critical life skills. The Soccer for Success local training is held twice per year. All 21st CCLC program staff must undergo this training annually before implementing the Soccer for Success Program with their grouping of 21st CCLC Participants. 2. SPARK Training (Physical Fitness) is provided through Trust Academy as an in-person training. SPARK

After School curriculum gets students active outside the school day with an organized and effective approach. All 21st CCLC program staff must undergo this training biannually to effectively implement the SPARK curriculum with their grouping of 21st CCLC Participants. 3. First Aid & CPR Trainings are scheduled at school program sites every month to ensure all staff can participate for the first time or renew their certifications as needed. The Y ensures that program staff are CPR and First Aid certified by regulatory guidance provided by the Department of Children and Families (DCF). All direct childcare staff is required to attend CPR Training, and it is the protocol always to always have at least two certified staff on-site. All 21st CCLC program staff must attend this training and keep their certification current.

(5) Other – Recommended: The Y has partnered and collaborated with Child Care Education Institute (CCEI) to provide online professional development courses for its part-time staff around pertinent topics relevant to the 21st CCLC program. While not required, program staff typically complete these to meet their annual continuing education hours as required by the Florida Department of Children and Families. Such trainings include 1. Conflict Resolution Anti-Bullying Policy, 2. Trauma-Informed Child Care, 3. Cultural Diversity and Sensitivity, and 4. Youth Mental Health & Social-Emotional Development.

Section 9: Implementing with Fidelity

Process evaluation will be conducted on a semiannual meeting basis to manage and deliver services. Techniques to gather process evaluation data will focus on questionnaires, students' performance data, survey forms, and interviews. These techniques will focus on the quality of processes, implementation fidelity, and effectiveness in achieving program goals and objectives. 21st CCLC staff will also be responsible for maintaining day-to-day process tracking measures (i.e., sign-in sheets, minutes of meetings, and student progress reports) on file as evidence of activity progress and efficiency. The Associate Executive Director and the Program Director will be responsible for compiling and disseminating quarterly process and fidelity reports to the program team, YMCA leadership and staff, and others to continually assess progress. The documented progress will be compared to "promised" contractual obligations (i.e., proposed goals, objectives, and activities) to determine what has been accomplished and what needs to be accomplished. Program administrators will implement the following strategies to ensure high quality, consistent fidelity monitoring: (1) The Program Director will develop a process evaluation report each quarter that may be submitted to the program team, YMCA leadership, schools, and collaborating agencies. The report will

detail the progress of activities in a project design rubric format which can be easily compared to the “management plan” grant contract. (2) The Senior Director of Grants Compliance, a part of the Grants Compliance & Data Management Department, will perform annual site visits to participating service sites and check for appropriate process documentation, appropriate data collection techniques, and fidelity. The Senior Director of Grants Compliance will develop and forward a list of recommendations for improvement after every site visit to be addressed by staff to ensure compliance with the grant contract and for continuous improvement. Since the (3) Consumer satisfaction data will be collected and discussed at staff meetings and program team meetings to assess the progress and quality of services, the Y will utilize a continuous improvement process, the staff will continuously identify strengths and weaknesses in the delivery of services and work with school administrators, the Florida Department of Education, the program team, and the Vice-President and Associate Executive Director to make reasonable modifications to maximize the efficiency and positive impact of services.

Evaluation Activities and Proposed Timeline: Conducting evaluation activities systematically (timeline) helps 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, reporting, and continuous improvement.

Data Collection: The following is provided to the Senior Director of Grants Compliance for analysis each year in December (baseline data), March (mid-year data), and June (end-of-year data): Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades, school day attendance rates, behavioral referrals, and in-school suspension and other relevant data; and Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics, and Stakeholders Surveys data (from staff, partners, and day school teachers). Program observations and site visits (qualitative), including field notes from site visits, assessing student and staff performance, and contracted program activities. Other internal documentation such as Program Team meeting information and documentation, Administrative Communication Logs, Project-Based Learning Plans, Teacher Feedback Forms, School Day Teacher Programming Needs Surveys, and Service-Learning Plans are also provided to the Senior Director of Grants Compliance.

Data Analysis, Reporting & Continuous Improvement: The Senior Director of Grants Compliance analyzes baseline data in December each year for completeness and levels of student performance so that program staff knows which areas to target and focus on.

Mid-year data is analyzed in March 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. The Senior Director of Grants Compliance meets with Associate Executive Director to discuss the results of the Mid-Year Data Report and suggests changes needed in programming approaches. End-of-Year data is analyzed in June yearly, and those results are reflected in the End-of-Year Data Report deliverable (July). Again, the Senior Director of Grants Compliance meets with Associate Executive Director to discuss the results of the End-of-Year Data Report and suggests changes needed in programming approaches. Once proposed changes are decided on, a directive is given to the Program Director for implementation. These changes, if any, are included in the Continuous Improvement Form and reported to the 21st CCLC Program Office annually during contract renewals. The 21st CCLC Program Team is kept abreast of programming changes based on data analysis in quarterly meetings. Their feedback is continually considered in the semi-annual meetings where the Associate Executive Director and Senior Director of Grants Compliance meet to review programming approaches.

Processes for Accurate Data Collection, Maintenance, and Reporting: The Associate Executive Director, Senior Director of Grants Compliance, Program Director, Grant Data Manager, and Grant Billing Manager engage in monthly phone calls with the 21st CCLC Program Specialist to discuss the continuum of data that needs to be collected in alignment with the approved program activities to remain compliant with the 21st CCLC grant. Under the direction of the 21st CCLC Program Specialist, roles and assignments are decided on together as to how data is collected and who collects it. The Grant Data Manager creates a data collection and entry schedule with internal deadlines created so that the program stays on track and the correct data is prepared for each reporting time point. The Grant Data Manager verifies accurate data collection. If any discrepancies are found, the Senior Director of Grants Compliance and the Program Director are immediately contacted by the Grant Data Manager with concerns.

Coordination of Evaluation Activities: The Program Director and/or Grant Data Manager coordinate evaluation activities with the Site Directors to ensure evaluation and data collection do not interfere with the normal flow of program operations. Each evaluation activity is coordinated with staff, students, adult family members, and other stakeholders so that the evaluation process is most effective.

Examination of Program Impact: The evaluation design allows for measuring progress made towards meeting each grant objective and helps in answering two specific program impact questions: Did the program efforts address the applicable contract-required U.S. Department of Education General Performance and Results Act (GPRA)

measures? (Measure 1: Growth in English and Language Arts and Mathematics on state assessments, Measure 2: Grade point average improvement – note that this measurement is not applicable to the elementary school population. Measure 3: School day attendance rate improvement, Measure 4: Decrease of in-school suspensions, Measure 5: Teacher-reported engagement in learning). Also, did the program host efforts to address adult family members literacy and parental engagement? Results from objectively responding to these questions 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 Program Team, staff and program leadership meetings, Adult Family Member workshops/events, and with Principals at least two times a year. Data results and program operations recommendations for improvement are discussed in these meetings, so that the community is aware of the program and student-level performance and the future direction of programming. 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. YMCA data is maintained in a secure electronic warehouse, and hard copies are stored in a locked cabinet. Access (documents storage company) is used at the end of each contract year to store all relevant program documentation long-term.

Section 10: Project Budget

(Refer to the DOE 101-S)

Section 11: Plan for Sustainability

The Y will continue to actively seek 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, foundations, 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. The continual commitment of resources and buy-in for the 21st CCLC program will help us meet the sustainability requirements set by the state and federal governments. During the planning phase of this program, the Y's Youth Development division staff and leaders worked together to establish a 4-year strategic plan, including a comprehensive sustainability plan that will be deployed to continue programming and funding beyond the grant cycle. Sustainability strategies will include: Year 1 - The Y's youth development team and program team will join forces to coordinate a series of grant planning

meetings with the team and full-time staff that will cover grant reporting, accountability requirements, and funding sustainability requirements. Year 2 - The Y's youth development team and program team will facilitate training sessions with the team to review student achievement and performance data and indicators, existing service strengths and weaknesses, and service goals and priorities related to needs data and service gaps. Year 3 - The youth development team and program team will be asked to re-develop a logic model that aligns service priorities with upcoming grant competitions and funding opportunities, acting as an annual "schedule" for grant development. Year 4 - The program team will work with the grant writing team to request relevant Requests for Proposals for grant competitions that aim to sustain the 21st CCLC program beyond the funding cycle. Years 1 to 5 – Led by the Vice-President of Youth Development, the youth development, and program teams will meet every quarter to document progress toward sustainability within the grant progress plan and will continually develop additional milestones to ensure the achievement of sustainability. Progress indicators include a completed strategic plan including a sustainability plan, scheduled meetings conducted, training sessions conducted, an established logic model aligned to upcoming grant competitions and funding opportunities, submitted grant applications, and growth in partnerships and funding leading up to the sunset of the 21st CCLC grant.

All applications will be reviewed and approved by the youth development and program teams, which will serve as a process to ensure that funds will not supplant existing grant funds or be used to cover non-priority services. The teams will attempt to develop and submit grant proposals for federal, state, and local funding to sustain or expand the program. The program team will work with the collaborating schools, district, and community agencies to identify internal and external funds that could be used to sustain the program. Funds may include local grants from The Children's Trust of Miami-Dade and other grant revenue that could be used to continue this essential program. In order to continue buy-in and support for the program, the program team and the Y staff will be responsible for making community presentations to stakeholder groups on the scientific results of the program and the program benefits for children and families. The program's impact will justify its continuation among the community and its leaders. Partnerships will be leveraged to help sustain services including the contract with the Miami-Dade Public Schools to provide services on the facilities through a response to its Request for Proposal; partnerships with the schools and their principals; contracts and partnerships with curriculum vendors; Florida Alliance of YMCAs; National Wildlife Federation; Soccer for Success; University of Miami's THINK program; and other partnerships established through the program.