Priority Determination

Competitive Priorities are optional and, if addressed, may earn additional points as described in very specific criteria listed below. Each applicant must self-identify as seeking Competitive Priority Points, and such claims must be apparent and substantiated throughout the body of the grant proposal. In awarding 21CCLC grants, MDE shall give priority to applications—

☒ **Federal Priorities (5 points total) – Must meet the following criteria:**

> ☒ At least 2/3 of the students an applicant is proposing to serve attend schools that have an MMR rating of Continuous Improvement, Focus, or Priority **OR** other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and provide services to their families. (2 points)
>
> ☒ Submitted jointly by at least one LEA receiving Title I funds: <u>Minneapolis Public Schools Special District 1</u>
> and at least one other eligible entity: YMCA of the Greater Twin Cities[1] (2 points)
>
> ☐ Demonstrates that the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served **OR** would expand accessibility to high-quality services that may be available in the community. (1 point)

☒ **State Priority (5 points) – Must meet the following criteria:**

> ☒ At least 2/3 of the students to be served are in grades 5-12.

---

[1] A local educational agency (LEA) may apply without a jointly submitting partner if the LEA demonstrates that it is unable to partner with another eligible organization in reasonable geographic proximity and of sufficient quality to meet the requirements of 21CCLC.

Minnesota Department of
Education

21st Century Community Learning Center – Cohort 7 Grant
Federal Grant CFDA 84.287, Every Student Succeeds Act, Title IV, Part B

APPLICATION INFORMATION	
Legal Name of Applicant Organization	YMCA of the Greater Twin Cities
If district applicant, organization number	N/A
Program Model	Afterschool
Year 1 Grant Request:	$1,145,825
Total 3 Year Grant Request:	$3,437,475

OFFICIAL WITH AUTHORITY INFORMATION	
Name of Official with Authority to Sign	Glen Gunderson
Title	President & CEO
Address	2125 East Hennepin Avenue
City, Zip Code + 4	Minneapolis 55413-1766
Phone Number / Email	612-465-0504 / glen.gunderson@ymcamn.org

REQUIRED INFORMATION			
SWIFT Vendor Number	0000812933	**DUNS Number**	02-49-6519
Registered 501(c)(3)?	Yes		

SIGNATURE

SIGNATURE OF OFFICIAL WITH AUTHORITY TO SIGN: DATE SIGNED 5/23/17

I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein including additional state, local, federal regulations and policies governing the funding that apply to my agency.

JOINTLY SUBMITTING APPLICANT INFORMATION (if applicable)	
Legal Name of Joint Applicant Organization	Minneapolis Public Schools
If district applicant, organization number	Special School District Number 1
Name of Contact	Ed Graff
Title	Superintendent
Address	1250 West Broadway Avenue
City, Zip Code + 4	Minneapolis 55411-2533
Phone Number / Email	612-668-0200 / MPSSup@mpls.k12.mn.us

SIGNATURE

SIGNATURE OF JOINTLY SUBMITTING APPLICANT CONTACT: DATE SIGNED May 25 2017

I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein including additional state, local, federal regulations and policies governing the funding that apply to my agency.

GRANT COORDINATOR CONTACT INFORMATION	
Name	Jenny Collins
Title	Executive Director
Organization	University YMCA/Beacons Network
Address	1801 University Avenue SE
City, ZIP	Minneapolis, MN 55414
Phone	612-676-7710

Address	1801 University Avenue SE
City, ZIP	Minneapolis, MN 55414
Phone	612-676-7710
Email	jenny.collins@ymcamn.org
BUSINESS MANAGER/ACCOUNTING CONTACT INFORMATION	
Name	Alex Bartels
Title	Controller
Organization	YMCA
Address	2125 East Hennepin Avenue
City, ZIP	Minneapolis 55413-1766
Phone	612-465-0459
Email	alex.bartels@ymcamn.org
DATA MANAGER/EVALUATION CONTACT INFORMATION	
Name	Hayley Tompkins
Title	Minneapolis Beacons Network Specialist
Organization	University YMCA/Beacons Network
Address	1801 University Avenue SE
City, ZIP	Minneapolis, MN 55414
Phone	612-310-8275
Email	hayley.tompkins@ymcamn.org

FEDERAL TRANSPARENCY ACT REPORTING INFORMATION

Respond to the following 2 questions if your gross income is $300,000 or more from all sources for the previous tax year. MDE requires that this information be provided in order for us to meet our reporting requirements under the Federal Funding Accountability and Transparent Act (FFATA).

1. In your organization's preceding fiscal year, did the organization receive 80% or more of its annual gross revenues in U S federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements; and $25,000,000 or more in annual gross revenues from U S federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements? No
2. If you answered yes to the question above, does the public have access to information about the compensation of the executives in your organization through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934? Yes or No

If you responded no to question 2, we may need additional information from you for reporting. We will contact you, if necessary.

Applications must be received by (not postmarked) by: June 1, 2017, 4:30 PM CDT

Assurances

With the above signed cover sheet, the YMCA of the Greater Twin Cities and Minneapolis Public Schools certify that we have read and understood that we must comply with the approved application, assurances therein, and all other applicable federal regulations, state statutes, and local policies.

Executive Summary

On behalf of the Minneapolis Beacons Network, the YMCA of the Greater Twin Cities (YMCA) in partnership with Minneapolis Public Schools (MPS), submit this application in response to the 21st Century Community Learning Centers (21st CCLC) RFP. This proposal seeks to engage 3,500 youth in grades K-12, with an emphasis on 5-12th grade, at 21st CCLC's in high need Minneapolis schools and neighborhoods. The Minneapolis Beacons Network has been successfully providing high quality after-school and summer programming to Minneapolis Public School children for nearly 20 years. This collaboration has achieved unparalleled success as a citywide afterschool partnership, combining the knowledge, capacity, and areas of expertise of four different organizations in delivering quality services: the YMCA of the Greater Twin Cities, the YWCA of Minneapolis, the Boys & Girls Club of the Greater Twin Cities, and Minneapolis Community Education. Together, the Minneapolis Beacons Network has demonstrated what our combined efforts can do to give youth the opportunity to grow their confidence, try new things, enhance their academic success, develop strong friendships, gain leadership opportunities, increase their physical activity, and enhance their sense of belonging in their schools and communities.

Our current request would enable us to continue to provide these needed services – prioritizing the youth, schools, and communities most in need of support – and would expand our network of schools to include North High School in Minneapolis. With this addition, Minneapolis Beacons Network will provide quality afterschool and summer programming at 12 Minneapolis public elementary, middle, and high schools. We offer a proven model of services, aligned with best practices and up to date research on creating the strongest outcomes for youth. Beacons goals are created in partnership with students, schools, families, and communities and reflect our commitment to equity and opportunity through quality and effective out-of-school time programming for youth. As a result, our goals are aligned with those of the Minnesota Department of Education, and with the Federal and State priorities detailed in this application, and we have been managing premier 21st CCLC's for over a decade. The Minneapolis Beacons Network is proud of the extremely strong outcomes we have achieved for the young people we serve, and we look forward to the opportunity to continue to engage youth, year-round, as 21st century leaders and learners to create equitable schools and communities.

Statement of Assets & Needs

Existing Programs, Services, Resources, & Strengths
Beacons focuses on meeting critical needs within our community, while also maintaining a strengths-based approach to our work. This recognizes the critical strengths of our partners, youth, schools, staff, and communities. A Beacons participant describes the Beacons culture as, "When I'm in this program I feel like it's a second house filled with a lot of people that get along like family! Everyone is supportive when you're trying to get something done; the kids and staff here do anything to make you come back."

The Minneapolis Beacons Network as a whole reflects this strengths-based approach, bringing together different organizational partners – Minneapolis Public Schools, YMCA, YWCA, Boys & Girls Club, and Minneapolis Community Education – who each contribute unique resources and skills that benefit all partner agencies and program youth. This includes leveraging the unique programs and professional development opportunities that organizations with different strengths can offer one another. We know that the collaborative as a whole maximizes its benefits when each organization's strength is used to its fullest. As a result, the Minneapolis Beacons Network is greater than the sum of its individual organizations.

To conduct our asset mapping and needs assessment process, we combined direct feedback from youth, research, and data collected from youth at the Youth Leadership Camp. To get youth feedback, staff designed a tool asking: who are the people in this neighborhood and what can they offer to Beacons or to young people; where are the places and spaces young people go, and where should they go; what other organizations are there in this community and who could we work with; and what's the best thing about this community that people can't see from the outside – what's your secret greatness. We used these questions in focus groups at multiple schools, and with Beacons staff and partners (see image of form).

Findings for each area include the following community assets:
- People: family members, kids who have great ideas, activists (e.g. Black Lives Matter activists who speak to policy makers, others who give us a voice), teachers, friends.
- Places & Spaces: parks/places for sports, Greenway bike path, stores/corner shops, zoos, restaurants/McDonalds, friends' houses, libraries (teen tech center), city bus and bus stops.
- Partners: Beacons agencies, bike shops, Juxtaposition Arts, youth employment organizations (Cookie Cart, Tree Trust, Step Up), places of worship, organizations that can give us money, other youth organizations (Asian Media Access, Eastside Neighborhood Services, etc.).
- Best secret thing in your neighborhood: community pizza oven, nature, the people (artists, musicians, activists, friends, dreamers, and other talented people), gardens, and local businesses.

Unique Community Needs
Minneapolis youth possess many assets and strengths to contribute to their communities and schools. Yet concentrations of poverty and other barriers to school and life success challenge the students in Beacons schools. In fact, young people in Minnesota face some of the largest disparities in achievement based on race and income in the country; adding significant systemic barriers to the individual challenges youth face to stay in school, grow their leadership abilities, and prepare for a bright future. Beacons seeks to provide support and develop the youth who face some of the greatest challenges to success, investing in youth and families to counteract negative circumstances and gaps in access.

Beacons operates in 12 Minneapolis Public Schools (MPS) that serve students with the highest needs, including low academic achievement, high student mobility, poor attendance, problem behaviors, limited English proficiency, and a lack of connection to schools, as evidenced in the table below.

Beacons School	Free/Reduced Lunch	Students of Color	Special Ed Services	ELL Services	Identified homelessness
Anne Sullivan Elementary	92%	96%	17%	62%	5%
Anwatin Middle	77%	88%	19%	27%	7%
Edison High	82%	84%	25%	30%	8%
Franklin Middle	94%	98%	28%	13%	13%
Hmong International Academy	87%	97%	19%	50%	11%
Lucy Laney Elementary	92%	97%	18%	3%	17%
Nellie Stone Johnson Elementary	96%	95%	18%	33%	12%
North High	85%	96%	29%	4%	9%
Northeast Middle	83%	79%	20%	19%	7%
Olson Middle	89%	90%	26%	10%	11%
Patrick Henry High	82%	93%	21%	14%	6%
Roosevelt High	68%	78%	21%	29%	5%

The challenges faced by our schools are linked to larger disparities in our communities, which affect many aspects of life for youth and their families. In 2015, WalletHub used government data to measure financial inequality among racial groups in each state and found that, overall, Minnesota ranked lowest in the country. In 2015, the median household income for people of color was $45,000 in the Twin Cities, compared to $78,000 for Caucasian people (MN Compass). Minneapolis also faces grievous educational disparities, which can perpetuate the other significant disparities by race, income level, and other issues.

The educational disparities in our communities are significant, and begin at a young age. Only 38% of young people of color are meeting or exceeding 3rd grade reading standards in Minnesota, compared to 70% of Caucasian young people. These numbers are similar when analyzed by income – 33% of low-income students are meeting or exceeding 3rd grade reading standards, compared to 72% of higher income students (MN Compass, 2015). Numbers do not change significantly by 8th grade math scores (35% of lower-income students vs. 74% of higher-income students; 40% of people of color vs. 72% of Caucasian students), and are reflected in high school graduation rates (65% of lower-income students graduate on time vs. 90% of higher income students; 70% of people of color vs. 87% of Caucasian students). Our schools and communities are not adequately serving our young people of color and low-income youth. This is especially concerning as, according to World's Best Workforce, 70% of jobs will require more than a high school degree by 2018; and the fastest growing segment of our future workforce is students of color, who currently have the state's lowest graduation rates (2016).

Some Minneapolis communities face greater barriers than others. Recent analysis shows that the greatest gaps in Minneapolis schools are in the communities of North and South Minneapolis (Opportunity Gap – Defined, 2015). In addition, trauma that is related to social issues like gun and family violence, mental health problems, alcoholism and drug use, mass incarceration, out-of-home placement of children, and lost human potential impacts many of the communities we work in – specifically North Minneapolis, home of 7 of our 12 schools, and South Minneapolis (Trauma Recovery Project, U of MN, 2017). This can have a devastating effect on students' emotional well-being and ability to learn. Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school, and may engage in unusually reckless

or aggressive behavior (National Child Traumatic Stress Network, 2017). Yet increased police and community violence, civil rights concerns, and a polarized political and social environment are only increasing the chances more youth will experience traumatic events.

Beyond this, many youth in the communities we serve also do not have access to other critical enrichment and health assets. For instance, 2016 Student Survey Data reported on the number of youth who do NOT participate in the following activities each week:

	5th grade	8th grade	11th grade
Physical Activity	68%	71%	79%
Arts	64%	71%	78%
Leadership	83%	81%	80%
Academic Support/Tutoring	74%	78%	70%
School sponsored activities (aside from sports)	66%	68%	66%
Sports	48%	49%	56%

When over 150 Minneapolis youth defined the challenges themselves, the top areas they identified for action for the 2016-17 school year were:
- youth and communities facing the impacts of concentrated poverty and trauma
- inspiring hope and building a future-focused mindset in young people
- finding my personal power to create a bully-free environment
- partnering with young people to help them achieve their goals for themselves and their community
- supporting youth to bridge transitions and knock down barriers on the pathway to college and career

These areas of needs, and gaps in academic success and enrichment opportunities, identify the schools and students who are priorities for Beacons. By working together and leveraging strong networks and community partners, we have proven that we can help youth grow their own assets and excel despite the barriers they face. Long-term, this work can help change the reality of inequity in Minneapolis.

Building on Strengths to Meet Participant Needs
Since its inception, Beacons has approached communities and youth as assets, rather than problems to be solved, by creating "Beacons of hope" in challenged neighborhoods. We strive to close gaps in equity and access described above by lifting up the strengths of local communities. MPS data from the Minnesota student survey, compared to data from Beacons' participant survey, shows the value that effective programming can have on core assets. For instance:
- 86% of 5th graders say they develop trusting relationships with peers after-school, compared to 92% of Beacons 5th graders who say that coming to Beacons helped them make new friends.
- 84% of 8th graders say they build trusting relationships with adults, compared to 91% of Beacons 8th graders who say there is an adult in their lives who helps them when they have a problem.
- 85% of 11th graders say they build trusting relationships with peers, compared to 97% of Beacons 11th graders who say that coming to Beacons has helped them make new friends.

Beacons is effective because of the intentional way we develop youth as leaders and change makers. One of the ways we are able to engage youth in this process is by creating a long-term ladders of leadership model – not only do we provide age appropriate opportunities for growth, nearly 1 in 5 Beacons staff is a former program participant. This ensures that the needs and backgrounds of current participants are better represented and understood by leaders, and provides a model of continued leadership in adulthood. Youth are engaged as leaders in all areas of our work, including identifying challenges and generating innovative solutions to the issues facing them and their families and schools. Together, the Minneapolis Beacons Network and our youth participants can have a strong and positive impact on our communities.

Intentional Design

As described in the Statement of Assets and Needs, Minneapolis youth bring an array of strengths while facing a unique set of barriers to success in school, life, and the workforce. Beacons is a proven program that uses a youth and community development framework to design quality, innovative programs tailored to the needs and assets of youth and families from low-income communities and communities of color.

Each day afterschool, hundreds of students in grades K-12 are engaged in a range of quality activities. These activities look different at each age; however, they also have things in common. A rough breakout of program activities and focus areas is provided below:

Grades	School Year: Afterschool & Summer: Full Day	ALL AGES
K-5	- STEM (e.g. robotics, video, music, coding, app development, etc.) - Reading - Math - Character Development	- Healthy Snacks/Meals - Academic Support - Dropout Prevention - Leadership and Social Emotional Learning (each center offers 1,000+ hours of programs focused on Social Emotional Learning) - Service Learning - Physical Activity & Wellness - Arts & Culture programs - Family Engagement - Trauma-Informed Care Approach to Youth Services - Beacons Leadership Retreat (3rd through 12th grade)
6-8	- STEM (e.g. robotics, video, music, coding, app development, etc.) - Reading - Math - Cultural Identity - Participatory Evaluation Project	
9-12	- Life skills - Participatory Evaluation Project - Peer mentoring - College & Postsecondary Pathways - Employment	

Meeting the Target Population Needs

Beacons operates in 12 Minneapolis Public Schools (MPS) that serve students with the highest needs and the lowest academic performance. Significant needs identified in the Beacons student population include:

- Poverty is a long-standing indicator of low school achievement. Beacons schools serve more students living in poverty (84%), compared to MPS overall (62%).
- Documented disparities in school success by race continue to challenge Minneapolis, which faces some of the most significant disparities in the country. At Beacons schools, 90% of students are people of color, compared to 66% of the current MPS population.
- Beacons serve higher populations of students receiving English Language Learner services, and Special Education services than the district overall (25% vs. 23%, and 22% vs. 17% respectively).
- Nine of 12 centers are located in or serve a large numbers of youth living in North Minneapolis, a community that has experienced a disproportionate concentration of poverty and violence.

Success of the Proposed Design: Beacons provides services that are able to meet the needs of young people and schools described above. Evaluations of Beacons programs demonstrate powerful outcomes:

- Increased graduation and school retention: a 2016 longitudinal study completed by MPS' Department of Research, Evaluation, Assessment, and Accountability (REAA) found that, after taking into account several demographic and academic variables, students who participated in Beacons at any point in high school were 2.2 times more likely to graduate in four years than

their peers. Beacons high school participants were also 9.5 times more likely to be retained (continue to the next grade or graduate) in Minneapolis Public Schools.

- Improved school attendance and performance: a 2016 regression analysis conducted by REAA revealed that regular Beacons participants were 1.2 times more likely to attend school at least 95% of the time, taking into account previous attendance and other variables. This was confirmed by 2015-16 attendance data, showing that regular Beacons participants attended school seven days more than non-participants. Higher program attendance is also associated with higher reading scores (Passe, Beacons Evaluation Highlights, 2011).
- School and community connectedness: teachers reported that more than 75% of Beacons students maintained or made improvements in class participation and overall academic performance. Of participants, 94% agree that coming to Beacons helped them do better in school; and 98% agree that trying hard in school will help them in the future and expect to attend college. In addition, 76% agree that they get to do things that help people in their community during Beacons.
- 21st century skill development: in the 2015-2016 school year, Beacons Network programs offered a total of 22,821 hours of programming focused on building 21st century skills like leadership, communication, and problem solving. Of students surveyed, 98% said that coming to Beacons helped them find out what they're good at and what they like to do.

Beacons plays a unique role in the school. Beacons inspire learning, build skills, and connect academics with real world experiences. The "Beacons Way" of learning is reflective, participatory, fun, and hands-on. Methods of instruction include project-based learning, inquiry-based learning, and service learning; all of which connect academic content to real world learning. Beacons staff also look for opportunities to support school staff and to add value to the schools. This could include organizing extracurricular events for the greater community to promote positive school climate, and helping students navigate the myriad resources available to them (including non-Beacons opportunities). Beacons staff contribute greatly to schools' sense of community and student ownership. In addition, Beacons staff are truly members of the school staff team: they intervene early and relationally in unstructured school spaces (e.g. hallways and cafeterias) and they are active members of teams that problem solve school and individual student challenges. When a school gets Beacons, they get so much more than a traditional afterschool program; they get staff who are committed to serving youth and schools in whatever way necessary.

Program Strategies: Each young person involved in Beacons experiences the program in a way that fits their personal interests, needs, and goals. However, the program uses several specific strategies, leveraging community assets, to ensure that all students access the evidence-based practices and quality programming that will create the strongest outcomes (as detailed in Form 1). Key strategies include:

- Academics: Improving school success for all youth in our programs is critical to the Beacons programs. This looks different at different age ranges.
  - K-8: Through a partnership with Targeted Services, we bring in licensed classroom teachers, usually from the school, and focus on critical math and reading skills. The focus is on teaching topics that are "in the margins" – subject areas teachers would like to explore but often don't have time for during the school day. This includes hands-on learning opportunities, gender-specific STEM programs, and working to multiple learning styles. This focus provides additional academic support every day without students feeling as though they are in remedial courses, and helps strengthen relationships between teachers and students.
  - High School: Beacons continues to work with Targeted Services in high school, focusing on dropout prevention. Academic sessions are aimed at providing youth who are struggling in school, disengaged, or at risk of failing, with targeted support in the courses that are giving them problems. Given the credit recovery focus, engagement in academics is need-based and either delivered in small groups or one-on-one by a certified teacher. Beacons staff provide coaching and mentoring on grades, relationships with teachers, and navigating high school.

Staff also provide disconnected youth with opportunities to have their voices heard and make change in their schools – increasing engagement and reducing dropout rates.

- Enrichment: Beacons is not only about academics but also youth-driven enrichment opportunities.
  - Social Emotional Learning: We emphasize social emotional learning at all ages. This relates to youth's ability to make friends, resolve problems, build self-confidence, communicate, and collaborate with peers and adults, etc. This is integrated into all aspects of our program, delivered through leadership opportunities, and is a critical part of "the Beacons way."
  - Physical Activity & Wellness: Beacons ensures that youth at all ages have at least one active option for enrichment programming each day, and we work to teach youth that physical activity is fun. Options include soccer, dance, gym games, swimming, etc. We also teach youth about other wellness topics, like cooking, yoga, and other topics of interest to youth.
  - Arts & Culture: Beacons provides access to formal and intentional arts experiences. We bring in experts in a variety of topics – anything from dance to video, visual arts, pottery (recently working with the Northern Clay Center), etc. – to offer youth high quality arts opportunities.
  - Identity Groups: Beacons helps youth address issues relating to their identity, whether that be by race, gender, disability, or other factor. Groups are formed through youth identification and interest, and provide a safe place to discuss issues and enhance peer connections.
  - Post-secondary Exploration: Beacons helps youth prepare for the future. In K-8, this includes recruiting college students to mentor youth on topics like STEM or reading, and community service. In grades 6-8, this is expanded to pre-employment topics, internships, mentoring, etc. High school activities are more targeted, with connections to college access programs, and opportunities to work at Beacons, lead at a citywide leadership camp, access internships, etc.
- Connections to Community
  - Leadership: Beacons' ladders of leadership model helps youth see a path for increasing voice and responsibility, demonstrated by peers a few years older. Youth progress from character development and service-learning in K-5, to program assistants and youth advisory members in 6-8, to civic engagement and Beacons employment in 9-12. Activities are designed to increase a sense of responsibility for themselves and others. Also incorporated is a Youth Participatory Evaluation process, where youth in grades 6-12 identify an issue facing students at school, conduct research, and present recommendations for change to school leadership.
  - Broadening life experiences: Beacons offers youth the chance to expand their worldview and sense of community by helping them explore resources available in other neighborhoods. This could include working with community partners; community service projects or field trips (grades 6-8); or encouraging participation in community programs (high school).
- Summer programming is available for all youth in grades K-9. Depending on the school, Beacons could: operate as an after summer-school program, host summer school and enrichment services independently, or be offered as an elective to Fast Track for incoming 9th graders. In high school, staff work with students to create individual plans for internships, camps, employment, etc. to ensure youth have enrichment opportunities over the summer months.

Research conducted by Deborah Lowe Vandell illustrates the importance of engaging youth from low-income neighborhoods in quality afterschool programs (Narrowing the Achievement Gap, 2013). Aligned with this, Beacons focuses on building strong relationships and engagement with underserved youth. This encourages youth to engage regularly, achieving the maximum benefit to academic and social outcomes. As supported by Vandell's results, this work is effective – income differences in math achievement were eliminated for K-5 students who had consistent afterschool attendance.

Our work meets the needs of students, in alignment with MN Department of Education's World's Best Workforce and MPS' Acceleration 2020 plans. Performance measures for this plan include: closing the achievement gaps in the district; ensuring all students are ready for kindergarten; ensuring all students in third grade are achieving grade level literacy; ensuring all students attain career and college readiness

before graduating from high school; and ensuring all students graduate from high school. Beacons actively works to advance these goals, with programming designed to help students improve academic success. Our focus on serving the youth who most need support has a direct result of reducing the achievement gap. We also help youth explore careers, try new things, and prepare for college and career.

Student & Family Program Involvement

Youth involvement in planning activities at Beacons is essential to engaging and retaining participants. Youth become absorbed and want to continue in activities designed with and for them, and appropriate to their interests, age, race/ethnicity, and gender. Examples of youth driven programs include:

- Asian Youth Program (Hmong International Academy). Hmong youth connect to cultural, academic, and recreational activities facilitated by Hmong college students and staff.
- African American Male Initiative. Designed by African American teen and adult males to offer enrichment activities, leadership opportunities, and mentoring in a culturally-specific setting.
- Destination Group. Developed by middle school youth who determined, through assessment, that their peers wanted to explore areas beyond their neighborhood. The group learns about special "destinations" in the Twin Cities, then plans excursions (using a program van) to visit these sites, expanding their knowledge of and sense of belonging to the greater community.

Beacons provides youth with choice and voice, engaging youth as partners and contributors. This leads to unique programming at each Beacons Center (e.g. Somali Club or Breakdancing), as well as common programs that have proven effectiveness (e.g. the YWCA's Girls Inc. programs). Programs enable youth to explore and celebrate their cultural heritage or gender and discuss unique issues they may face. These groups provide a safe place for youth to reflect on the strengths and challenges associated with their identity and how it affects their personal experiences. Developmentally appropriate and youth-initiated activities encourage youth to continue their participation as they age or transition schools.

Each school also has a Youth Advisory Council that meets regularly to evaluate current activities and clubs, and to recommend new ones. Councils direct program implementation at their sites and respond to the unique community needs of each Beacons to ensure participation of youth, families, and community in decision-making, leadership, program design, and evaluation. Advisories also send representatives to a city-wide Beacons Leadership Team, comprised of young people from every Beacons Center. In 2016-17, there were over 80 Beacon Advisory Council Members, and 55 citywide Leadership Team members.

Family Engagement in Education

Family engagement is central to Minneapolis Beacons Network. We engage families in recruitment, retention, and in their children's educations. Beacons' positive, strengths-based youth development approach celebrates the strengths of parents and their children, and successfully engages families who have never been connected to the school. Beacons staff involve parents in special events, and in decision-making around center operations and programs; frequent attendance is encouraged and expected. Staff also actively reach out to families on a regular basis – some centers require staff to make at least two "positive" phone calls home each week to change perceptions that calls from school are always negative and build positive experiences for children and families. Beacons also eliminates common barriers to family participation by providing childcare, transportation, meals, and translation services as needed.

Beacons can also serve a critical role in bridging home and school for participants. Staff help young people and families approach challenging situations, navigate school systems, and avoid confrontations between youth, parents, and/or teachers through behind the scenes mediation. Through thoughtful conversations with caring adults, youth learn valuable critical thinking and problem-solving skills. Overall, through strong, established relationships with youth and their families, Beacons staff are able to encourage continued involvement with the program throughout the year and as youth grow older.

Form 1 Goals & Objectives

Objective 1: 21st Century Community Learning Centers will offer high quality well-rounded education opportunities that help students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society.

Goal 1.1: Educational Services. 100% of Centers will offer high quality opportunities for academic enrichment, including providing tutorial services to help students to meet the challenging State academic standards.

Strategies to Support Achievement of this Goal	Citation of Research, Best Practice or Previous Evidence of Success	Performance Indicator(s) of Success	How It Will Be Measured
Licensed teachers from the school and youth development staff partner to implement engaging, hands-on learning activities for youth. These activities include project-based learning, service learning opportunities, and tutoring, and are focused on assessed areas of need for participants. All activities emphasize reading and math standards.	Afterschool Alliance (2011). *Student-Centered Learning in Afterschool: Putting Students' Needs and Interests First.* Afterschool Alert Issue Brief No. 54. Farrington, C. (2013). *Academic Mindsets as a Critical Component of Deeper Learning.* Consortium on Chicago School Research, University of Chicago. C.S. Mott Foundation (2007). *New Day for Learning Overview*.	100% of Beacons participants will have access to a broad range of academic enrichment to meet their diverse needs and interests Each program will work closely with school Extended Learning/Targeted Services to offer academic enrichment for 95% of K-8 participants	Attendance reports Activities reports Agency and Center meetings
Beacons uses intentional dropout prevention strategies, particularly in high schools. These strategies include one-on-one coaching and tutoring regarding academic progress by both licensed teachers and near-peers. In addition, staff work to engage students at risk of disconnection in school. These efforts focus on bringing youth in to plan and participate in efforts	Minnesota Minority Education Partnership, Inc. (2013). *Solutions Not Suspensions: Ending the Discipline Gap in Minnesota Public Schools.* Epstein, J. L. and Sheldon, S. B., (2002). *Present and Accounted for: Improving Student Attendance Through Family and Community Involvement*, Journal of Educational Research, 95, 308-318.	75% of participants will agree that coming to Beacons has helped them try harder in school or do better in school 75% of participants will agree that there is a supportive adult at Beacons	Survey of Afterschool Youth Outcomes (SAYO) • Retrospective: Academic Skills • Supportive Adult

designed to improve school climate – giving youth a way to positively change the things they are frustrated with, and keeping young people engaged in school.			
Across all ages, Beacons focuses on using STEM programs to engage young people in hands-on, real-world experiences. STEM topics include robotics, video, music, coding, app development, and more. The majority of STEM programs are gender-specific (following identified best practices). We also engage high school youth as peer mentors and facilitators in STEM programs serving K-8 students. Selected curriculum: SciGirls & YWCA Eureka! Program	Foster, K.M., Et. Al. (2010). *Partnerships for STEM Education*. Science 329 (5994), 906-907. FrameWorks Institute (2017). *The Power of Explanation: Reframing STEM and Informal learning*. A FrameWorks MessageMemeo supported by the Noyce Foundation.	85% of participants will have access to some form of STEM activities at their schools	Activities reports
Beacons also uses a special Participatory Evaluation Project to help youth improve their data analysis, language arts, and leadership skills. Youth project teams work closely with staff from MPS' Department of Research (REAA) to: • Identify a central issue or barrier to students in their school having the school experience they want, • Reach out to other students to distribute and collect survey data, • Identify solutions, and • Create a list of specific recommendations to be shared with school and district leadership.	The Forum for Youth Investment (2005). *Youth Engagement in Educational Change: Working Definition and Lessons from the Field*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc.	Each middle and high school will complete a participatory evaluation project with Beacons and REAA 70% of participants will increase: • Evaluation skills (data analysis, evaluative thinking, planning) • Sense of influence in the school/district • Partnership and teamwork skills	Activities reports Youth Participatory Evaluation Participant Survey

Goal 1.2: **Enrichment and Support Activities.** *100% of Centers will offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs that are designed to reinforce and complement the regular academic program of participating students.*

Strategies to Support Achievement of this Goal	Citation of Research, Best Practice or Previous Evidence of Success	Performance Indicator(s) of Success	How It Will Be Measured
Across all programs and all ages, Beacons programming emphasizes the development of social and emotional skills. This includes helping youth develop as effective community leaders (with intentional guidance from staff on using the action-reflection model). In addition, Ladders of Leadership – a progressive model of age-appropriate leadership opportunities – and "youth voice and choice" are other key strategies in these efforts. Specific activities include youth advisory boards, the Beacons youth leadership camp retreat, a citywide Beacons youth leadership team, and ongoing service learning opportunities (including peer mentoring).	Blyth, Olson, and Walker (2015). *Ways of Being: a Model for Social & Emotional Learning.* Youth Development Issue Brief, University of Minnesota Extension. Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck., S.C. (2016). *Preparing Youth to Thrive: Promising Practices in Social Emotional Learning.* Forum for Youth Investment, Washington, D.C. Collaborative for Academic, Social, and Emotional Learning (2015). *2015 CASEL Guide: Effective Social and Emotional Learning Programs.* Youth Development Institute (2009). *From Membership to Leadership: the Pathways to Leadership Program.* Practices to Keep in After-School and Youth Programs.	Each center will offer a minimum of 1,000 hours of programs per year focused on Social Emotional Learning (SEL) At least 50% of participants will identify SEL as one of the key things that they learned at Beacons Beacons YPQA scores will average 3.5 or higher within SEL domains	Hours of opportunities offered with explicit emphasis on SEL skill development SAYO: retrospective - sense of competence as a learner Youth Program Quality Assessment (YPQA)
Beacons also helps youth think about and plan for their futures, including	Afterschool Alliance (2011). *Afterschool: Supporting Career and*	Each middle and high school center will offer a minimum of	Activities reports

building college and post-secondary pathways to success. Staff link enrichment opportunities, such as citywide leadership initiatives and job ready activities, to preparing youth for college, work, and life. In addition, Beacons programs partner with local university organizations to recruit college volunteers to mentor and support high school students through planning for college. This includes partnering with college students engaged in the University YMCA program on the University of Minnesota campus.	*College Pathways for Middle School Age Youth*. Afterschool Alert Issue Brief No. 46. Little, P. (2011). *Engaging Older Youth in Out of School Time: Applying Research to Practice.* Inquiry to Impact Presentation Steinberg, A. (2003). *Multiple Pathways to Adulthood.* New Directions for Youth Development 97, 29-43. Lumina Foundation (2010). *Hear Us Out: High School Students in Two Cities Talk About Going to College.*	250 hours of career and college readiness programming 95% of Beacons participants will expect to graduate high school 95% of middle and high school Beacons participants will expect to go to college	Survey on Afterschool Youth Outcomes (SAYO) • Future expectations
Beacons works to prepare youth not only for college but also for workforce and career readiness. We offer activities designed to develop life skills for long-term economic self-sufficiency. This includes high school youth employment, training, and placement in Beacons Centers serving K-8 students as peer mentors and group leaders. Stipends are linked to leadership across the Beacons Network. This programming is operated in partnership with Achieve! Minneapolis Career and College Centers, and summer employment opportunities.	Youth Development Institute (2009). *From Membership to Leadership: the Pathways to Leadership Program.* Practices to Keep in After-School and Youth Programs. Mahler, K. (2015). *Building and Sustaining Quality in Youth Internship Programs Through an Enduring Community of Practice*. Youth Development Institute.	Beacons participants will discover their interests and prepare for their futures. At least 80% will report: • I set goals for myself • Coming here has helped me find out what I'm good at and what I like to do	Survey on Afterschool Youth Outcomes (SAYO) Retrospective: social/personal skills Future planning: my actions
Physical activity and wellness are also critical focus areas for Beacons programs, helping improve	Afterschool Alliance. (2012). *Principles of Effective Expanded Learning Programs: A*	100% of participants will have access to a variety of physical	Activities reports

young people's overall health and bringing into the schools some of the things that are frequently not available to youth during the school day. Specific examples include youth sports, large group games, dance and movement, nutrition activities, healthy cooking, and gender-specific groups designed to help youth make healthy behavioral choices. Curriculum: YMCA CATCH; YWCA Strong Fast Fit	*Vision Build on the After-School Approach.*	activity and wellness programs	
Arts and cultural programs are also central focus areas for Beacons. These opportunities create critical opportunities for creativity and self-expression, and again bring in things that are frequently not available to youth during the school day. We emphasize both visual and performing arts, seeking to deliver high quality programming with partners who are experts in their field, and eliminate the gap in access to intentional arts experiences. We also focus on culturally specific and cross-cultural programs that can help youth explore their identities and access a support network for identity-related issues. Examples of specific programs include: the African American male Initiative, hip-hop music and culture, youth talent showcases, and classes/events delivered in partnership with local arts and culture organizations.	Durlak, J.A. & Weissberg, R.P. (2007) *The Impact of Afterschool Programs that Promote Personal and Social Skills.* Collaborative for Academic, Social, and Emotional Learning; Chicago, IL. Afterschool Alliance (2012). *Arts Enrichment in Afterschool.* Afterschool Alert Issue Brief No. 56.	100% of participants will have access to a wide variety of arts & culture programs	Activities reports Talent showcases and events

Goal 1.3: Recruitment and Retention. 100% of Centers will reach their recruitment goals with at least 70% regular participants (students attend at least 30 program days during the school year). See Form 2

Goal 1.4: Opportunities. 100% of Centers will offer 3 days of programing per week for a minimum 420 unduplicated hours of programming, including a minimum four (4) weeks per summer, and at least 300 hours per regular school year. See Form 3

Goal 1.5: Community Involvement. 100% of Centers shall proactively, to the extent possible, build meaningful partnerships to coordinate programs and activities with organizations and programs that are in the same geographic area, that serve similar purposes and target the same students and families.

Strategies to Support Achievement of this Goal	Citation of Research, Best Practice or Previous Evidence of Success	Performance Indicator(s) of Success	How It Will Be Measured
Beacons brings together four of the largest youth-serving agencies in Minneapolis, along with sustained and multi-pronged engagement from the Minneapolis Public Schools, to coordinate resources, plan programs, and align program strategies for quality and consistency. We know that this collaboration adds significant value to our work, creating efficiencies, giving youth access to the highest quality programming across different organizations, and adding to the scope of what we are able to accomplish.	The Coalition for Community Schools, National Office and Strive Together (2016). *Aligning Networks to Enable Every Student to Thrive.*	Regular monthly or bi-monthly meetings between Beacons agencies and partners Beacons partner agencies will agree that the collaborative work strengthens and supports their work	Meeting schedules, agendas, and notes Network Partner Agency Survey
We also partner with other agencies operating in the communities we serve, building on the strengths and assets in the neighborhoods we serve. These place-based strategies for coordination include deep engagement with the Northside Achievement Zone, and connecting Centers to local	Potapchuk, W. (2013). *The Role of Community Schools in Place-Based Initiatives: Collaborating for Student Success.* Coalition for Community Schools. Urban Strategies Council, (2012). *Building an Equity Framework for Full Service Community*	Beacons Network and Centers will collaborate with more than 40 partners Beacons coordinators will cite deep engagement and connections with partners	Partner reporting reports Beacons Coordinator survey Partner survey

YMCA's or other community resources.	*Schools and Promise Neighborhood Schools.*	Partners will cite deep engagement with Beacons	
Beacons also focus on citywide alignment, building one central program that can reach across Minneapolis in a unified way. This ensures that activities are not redundant, and add the maximum value to the community. These efforts include the creation of a citywide youth leadership advisory team, and collaboration with other Minneapolis youth entities (such as the Youth Coordinating Board's Minneapolis Afterschool Network).	Watts, R. J., & Flanagan, C. (2007). *Pushing the Envelope on Youth Civic Engagement: A Developmental and Liberation Psychology Perspective.* Journal of Community Psychology, 35(6), 779-792.	50% of Beacons participants will agree that they are able to do things that help their community in Beacons Monthly Beacons Leadership Team meetings will engage Beacons participants from across Minneapolis	Survey on Afterschool Youth Outcomes (SAYO) Leadership and responsibility Activities reports
Beacons also works to position our participants for success by connecting programming to a higher education ecosystem. This includes working closely with the University of Minnesota and other out-of-school time college access programs in the Twin Cities such as Achieve! Minneapolis college and career centers, My Growth Plan (an online resource), College Possible, Upward Bound, TRIO, and more. These partnerships help ensure that all youth are able to access the support they need without duplication of services.	Alliance for Excellent Education, American Federation of Teachers, CASEL, Coalition for Community Schools, National Education Association, National School Boards Association, Opportunity Action, Opportunity to Learn Campaign, and the Rural School and Community Trust (2014). *Partnerships, NOT Pushouts: New Policy Guide for School Boards* Afterschool Alliance (2007). *Afterschool Partnerships with Higher Education.* Afterschool Alert Issue Brief.	Each Center will partner with and leverage existing college and career readiness programs and strategies Beacons will partner with the University YMCA at the University of Minnesota to engage near-peer mentors and for college visits	Partner reporting forms Activities reports

Goal 1.6: Family Engagement. *100% of Centers will offer families of participating students' opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational services.*

Strategies to Support Achievement of this Goal	Citation of Research, Best Practice or Previous Evidence of Success	Performance Indicator(s) of Success	How It Will Be Measured
Beacons recognizes the importance of engaging families in our work. We do this through multiple programs and events designed to connect families to schools, community, and their children's educational and life goals. Events include but are not limited to: family nights, family volunteer opportunities, youth talent shows and showcases, etc.	Deschends, S.N., et. Al. (2010). *Engaging Older Youth: 2010 Program and City Level Strategies to Support Sustained Participation in Out of School Time*. Cambridge, Massachusetts: Harvard Family Research Center.	At least 90% of families will report multiple opportunities to engage with Beacons Each center will offer multiple opportunities for family engagement	Family surveys Activities reports
Many of the families we serve are used to hearing mostly bad news from schools. Beacons works to create a more positive connection to programs and schools in general, and emphasizes frequent and positive communication with families. This can be through positive phone calls home, intentional relationship building, and regular parent meetings.	Rowland, A. (2016). *Three Lessons in Developing a Systemic Approach to Family Engagement.* Harvard Family Research Project Research Brief: Human Centered Design.	Parents will cite strong, positive, supportive relationships with Beacons staff	Parent surveys
Beacons recognizes that many of the families we serve face cultural barriers to school connection. We work to bridge these connections by engaging a staff team that is intentionally representative of the communities we serve, and who are selected for their high levels of cultural competence. As a result, not only are families better engaged in Beacons programs, staff can also help families connect with the	Parker, N. (2012). *We Were a 'Hard to Reach Family'*. Family Involvement Network of Educators, Newsletter 4(3). Ede, A. (2015). *Identifying Assumptions About and Barriers to the Transition to School*. Family Involvement Network of Educators Newsletter 7(3).	At least 50% of all Beacons staff will be people of color At least 50% of all Beacons staff will be either Beacons alumni or graduates of Minneapolis Public Schools	Staff demographics report Staff demographics report

school overall and better engage in their children's educations.			

Organizational Capacity

The Minneapolis Beacons Network, a current and highly successful grantee of the 21st CCLC, was established in 1998, designed to replicate the highly successful Beacons model in New York City. The goal of this collaboration is to respond to the academic, social, and other needs of youth in low-income communities, and the Minneapolis Beacons Network has achieved strong results in that area to date. Yet persistent gaps in the Twin Cities around education, health, and employment demonstrate an urgent need to sustain and grow these services.

The Minneapolis Beacons Network is a collaboration of the Minneapolis Public Schools with four of the Twin Cities' largest youth development agencies: YMCA of the Greater Twin Cities, YWCA of Minneapolis, Boys & Girls Clubs of the Twin Cities, and Minneapolis Community Education. Each Center is operated by a lead agency partners and supported by Minneapolis Beacons Network staff to ensure fidelity and quality. The YMCA is the lead and fiscal agency for the Beacons Network, housing the Beacons Network staff team that serves as a central hub for the collaborative partnership. Beacons Network staff provide the central infrastructure for citywide efforts including grants management, evaluation and data collection, professional development, and capacity building. School and partner organization staff report satisfaction with the YMCA's fiscal management and community leadership.

A persistent achievement gap requires strong, collaborative efforts to help all youth succeed and thrive. With nearly 20 years of experience convening stakeholders, including school/ district leadership, youth and families, youth development agencies, and public leaders, the Minneapolis Beacons Network is a community-school collaborative with the proven history and capacity to achieve powerful results.

Relevant Experience

Minneapolis Beacons Network consists of four proven partners, who have worked together for nearly 20 years to provide quality educational afterschool and summer experiences for Minneapolis youth. Partners were chosen for their strong histories of delivering high quality programming to youth. Organizations also have complementary areas of expertise, expanding the resources available to youth and promoting continued learning among program staff and organization leadership. Specifically, partners include:

- **YMCA of the Greater Twin Cities** is a leader in educational equity and youth development. We have identified seven ingredients essential to effective youth development programs: youth as assets and change makers, safe and supportive relationships, responsiveness to culture and identity, engaged families and partners, fun, positive, and strength-based environments, transformational experiences, and intentional program design to master skills and achieve outcomes. The YMCA has developed a pathway of experiences outside the home and classroom, using these core ingredients, to transform young lives at each stage of youth development. These experiences culminate into a common set of outcomes in the broad areas of: social-emotional, achievement, wellness, and life skills outcomes. The YMCA also leads the Mission Impact Council, a collective impact model of Twin Cities agencies committed to creating equity and impact for underserved and urban youth ages 12-24, and engaging underrepresented communities such as Somali, Native American, and African-American youth and families.
- **The Minneapolis Public Schools** is the third largest school district in the state. Its mission is: *We exist to ensure that all students learn.* In operation since 1968, **Minneapolis Community Education** provides a variety of academic and enrichment classes for youth in grades K-8, including: tutoring, academic skills development, dance, languages, cooking, sports, hobbies, games, and computers. Minneapolis Community Education offers programs to promote leadership development, community service, academics, social and life skill development, and creative expression in a safe and positive environment.

- **YWCA of Minneapolis** is one of the largest providers of out-of-school-time programs in Minneapolis, equipping girls and youth to be learners, leaders, and creators of change so that they graduate from high school ready for college and careers. The YWCA has been providing Beacons programming for more than 15 years. Through high quality programming that offers a combination of academic and enrichment activities, the YWCA challenges young people to achieve academic success, develop leadership skills, and strengthen positive decision-making skills. Programs are delivered using culturally responsive, research-based curriculum, and staff demonstrate the YWCA's "C.O.R.E. Competencies" (caring, open, reflective, and engaged). Youth-centered programs support youth voice, meaningful choices, and active engagement with secure, consistent evaluation of youth progress.
- **Boys & Girls Clubs of the Twin Cities** enable all young people, especially those who need support most, to reach their full potential as productive, caring, responsible citizens. Launched in 1860, the Club's formula for impact defines specific strategies to increase quality programming for three priority outcomes: academic success, good character and citizenship, and healthy lifestyles. Clubs offer life-changing programs, fun and enriching activities, and supportive relationships with peers and caring adults. Programs provide youth opportunities for career exploration, educational enhancement, augmented learning in literacy, finance, arts, and technology; character, leadership, and service learning opportunities; and conflict resolution techniques, personal goal setting, and resistance skills that nurture and strengthen minds and bodies. Together, these elements enable and empower Club youth to achieve positive outcomes.

Roles and Responsibilities of Lead Agencies

Lead agency roles and responsibilities are described in the following table:

Partner Agency	21st CCLC Operations	Additional Roles and Responsibilities	Key Agency Leaders
YMCA of the Greater Twin Cities: Beacons Network Leadership	See below	• Grants management • Steering committee • Youth advisory team • Data collection & evaluation (formative, developmental & qualitative) • Professional development • Quality assessment • College student placement as near-peer mentors and interns	Glen Gunderson, CEO Jenny Collins, ED Hayley Tompkins, BNS
YMCA of the Greater Twin Cities	• Anne Sullivan K-8 (feeders: Anishinabe Academy, Seward Elementary) • Edison High School • Nellie Stone Johnson K-5 • Roosevelt High School (feeder: South High)	• High school 21st CCLC convening and coordination • Access to YMCA camps/ high ropes course facilities	Matt Kjorstad, ED Alyson Gagner, Program Executive
Minneapolis Public Schools: District	See below	• Research and evaluation (quantitative and summative) • Transportation coordination • Alignment with nutrition and health services	Ed Graff, Superintendent Eric Moore, Chief, REAA

		• Principal engagement	
Minneapolis Public Schools: Community Education	• Anwatin Middle School (feeder Bryn Mawr Elementary) • Lucy Laney K-5 • North High School • Northeast Middle School (feeder Waite Park Elementary)	• Overall district liaison for partnership and out-of-school time • Middle school 21st CCLC convening and coordination	Jack Tamble, Director Tony Walker, Manager
Boys & Girls Clubs of the Greater Twin Cities	• Olson Middle School (feeder Jenny Lind Elementary) • Patrick Henry High School	• Curriculum delivery across all Beacons 21st CCLC high schools (teen pathways curriculum and African American Male Initiative)	Terryl Blum, CEO Marcus Zackery, Area Director
YWCA of Minneapolis	• Hmong International Academy • Franklin Middle School	• K-5 coordination and convening • Curriculum delivery across all Beacons middle schools (Eureka! summer STEM)	Luz Friez, CEO Chris Ganzlin, VP

Relationship Between Partners:
With youth and families at the center, each lead agency is invested in the Beacons model as an effective way of advancing equity and access across a citywide network of partners. This provides a shared vision that is reinforced in meetings as staff discuss new programs, challenges, and outcomes attained. Across the network, staff from different organizations consider themselves to be on the same team, and consider their organizations to be strong assets in the service of shared goals and values. At the Center level, the Beacons model creates a unique partnership between a targeted school site and a youth development organization, with identified competencies that each partner contributes to the work:

SCHOOL PARTNER CONTRIBUTES:
- Access to youth with identified needs
- Strong principal and teacher leadership
- Physical space and transportation
- Healthy afterschool snacks for youth
- Formal education strategies and instructional expertise

YOUTH ORGANIZATION CONTRIBUTES:
- Parent/family engagement
- Culturally reflective staff and strategies
- Community and corporate partners
- Strengths-based philosophy
- Opportunities for youth leadership & engagement, including a youth advisory board
- Non-formal educational strategies that include experiential and inquiry-based methods

Communication Plan & Collaboration Practices
Coordinators from each agency meet monthly to share best practices, develop strategies for increasing coordination with the schools and district, and implement joint trainings. All partners also work closely with the Minneapolis Public Schools to advance shared goals. Strategies to ensure strong links and ongoing communication between Beacons and the schools include:
- Beacons staff are provided an office in the school building and access to phones, computers, copiers, and other infrastructure.
- Beacons staff work closely with teachers at each grade level, sharing information, strategies, and resources to reach common goals.

- Beacons staff serve on school staff committees and attend school staff trainings to increase communication and consistency.
- Beacons completes the Community Partners Online process with Community Education each year to register all programs with the district.

Communication and linkages are also emphasized on the district level. The Beacons Steering Committee meets annually with principals, the superintendent, and other key district leadership members to discuss common goals, learn about emerging evidence-based strategies, and review results to inform continuous improvement. Evaluation data is shared with all stakeholders and used to develop strategies for programs and partnerships. The Beacons Network staff serve on district committees and are partners in district initiatives, like the Out of School Coordination Team, a group of MPS and Beacons leaders who convene monthly to align processes across all MPS afterschool activities. As a result of these strategic and intentional linkages, Beacons is seen by many district staff and departments as being a part of the district, rather than a separate entity.

A consistent Network staff team has also helped maintain clear lines of communication between partners. This is especially helpful when new opportunities arise, such as bringing a new school into the Network. These opportunities or changes can require some changing roles, and the Network staff play a critical role in helping multiple organizations navigate those changes.

Beacons Centers also actively pursue collaborations with local nonprofits and other agencies that share the goal of supporting youth as they become leaders and learners. Each Beacons Center becomes a "hub" enabling community resources and programs to connect with the school and youth. Youth development organizations work with groups of children and youth at Beacons Centers, and staff build relationships with other nonprofits, volunteer organizations, or technical assistance providers as appropriate to enable the young people we serve access to a wide variety of programs, supports, and opportunities.

Beacons' role as a hub for multiple organizations allows higher education institutions, community-based and/or culturally specific organizations, and youth development agencies to focus on their specialized programming while Beacons provides outreach to youth, access to space, technical support, and transportation. This seamless coordination also helps youth and families access services in a place they feel safe and with staff present whom they trust, and increases the school's ability to manage after-school activities through one point of entry – the Beacons Center. Minneapolis community partners include Northside Achievement Zone, MIGIZI Communications, Girl Scouts, and the Division of Indian Work.

Management Structure & Responsibilities
Executive leadership for the Beacons Network is provided Jenny Wright Collins, M.Ed., Executive Director of the University YMCA and the Beacons Network. Jenny oversees all Beacons Network operations, leads strategic plan implementation, and provides support and training for Beacons Center leadership and staff. Network coordination and evaluation management will be provided by Hayley Tompkins, M.Ed, Beacons Network Specialist. Jenny and Hayley's appointments were selected by the YMCA as the lead agency and approved by the Beacons Steering Committee and all partner agencies. Both have provided quality leadership with Beacons and 21st CCLC efforts for more than ten years.

Each Beacons Center has a full-time coordinator hired and supervised by the lead organization for that school. Coordinators are responsible for the overall coordination of center programming, connecting with school staff and community partners, collaborating with the youth advisory board, and supervising other Beacons Center staff. The coordinators also partner with school staff to share responsibility for assessing student data, establishing program links to the school day, and implementing overall academic strategies.

In addition, each Center employs five to twenty-five part-time youth development staff who provide direct service to children, youth, and families. The average ratio is ten youth to one adult.

Beacons provides culturally competent staff members who reflect the unique communities being served by that center. Many young people who came through the program themselves have returned as Beacons staff members. This "ladder of leadership" provides a diverse and talented pool of youth development professionals who are prepared to partner alongside teachers and community members to provide high quality learning opportunities. Approximately 60% of Beacons' full-time staff graduated from the Minneapolis Public Schools and more than 75% of Beacons staff are people of color (in addition 18% of Beacons staff are also Beacons alumni). This representation among the staff team is particularly important in Minneapolis, where only about 16% of teachers are people of color (2016, New America Education Policy). The presence of the Beacons team in the school makes the overall school staff significantly more reflective of the youth and families.

Staff Meetings & Professional Development
Quality planning and professional development between school and Beacons staff is achieved through closely coordinated relationships at all levels. Center coordinators typically meet with the principal or key administrator monthly, and with the lead school staff assigned to afterschool almost daily. Joint meetings and trainings between school and Beacons staff are expected and encouraged. Data days, a principal breakfast, and curriculum prep time also allow for effective alignment and coordination. Staff also attend Network-led trainings including orientations and quarterly cross-agency training opportunities.

The Beacons Network has been an active leader among 21st CCLC grantees in providing professional development opportunities linked to emerging research in the afterschool field. The Beacons Network staff team gathers innovative ideas from Centers, combined with new research and evaluation, and expertise to develop a suite of capacity building tools for partner organizations. Services focus on intentional design and quality programming; capturing and sharing outcomes; building professional development opportunities to support a diverse workforce; and convening multi-stakeholder groups engaged in innovative, collaborative work. Core strategies include:
• Facilitating active learning, critical thinking, reflection
• Developing data informed processes and continuous improvement cycles
• Engaging & developing youth/young adults as leaders, change agents, and future workforce
• Creating lasting change at both systems level and program level
• Bridging policy, research, and community practice
• Fostering public/private partnerships and networks for impact

Leveraging community and practitioner expertise while connecting it to research is core to our approach. In partnership with youth & young adults, youth development practitioners, and consultants with targeted skills, the Beacons Network staff at the University YMCA brings expertise that includes:

CONTENT
• Character development
• Design Thinking & Social Innovation
• Health and wellness
• Mentoring
• Science, Technology, Engineering, Math (STEM)
• Social Emotional Learning (SEL)
• Trauma Informed approaches

ISSUES
• Inclusion & Cultural Competence

PROGRAM
• Assessment tools: youth program quality & youth outcomes
• Cross-generational engagement
• Youth-adult partnerships
• Youth leadership
• Youth participatory evaluation & action research

FIELD
• College & career pathways

- Opportunity Gap
- School engagement & high school graduation
- Summer Learning Loss

- Community schools & 21st Century Community Learning Centers
- Equity & systems change
- Workforce Development

Beacons also works closely with the University of Minnesota's Youthwork Learning Lab, and is currently providing facilitation and leadership for a Youthwork in Communities series of professional development workshops (available for credit for community practitioners). These two entities also received United Way funding to build professional development opportunities and training on integrating Social Emotional Learning frameworks, measurement tools, and strategies into youth program and policy. The Beacons training curriculum taps the statewide and nationwide training resources of its partners who are widely recognized for their expertise in youth development work as well as the Minneapolis Public Schools' expertise in educational instruction.

21CCLC Advisory Committee
Minneapolis Beacons Network has two Advisory Committee levels: a steering committee of lead agency and community partners, and a youth advisory committee. The Beacons Steering Committee meets 6-8 times per year, and includes lead staff from all partner agencies. This group:
- Advises the Beacons Network Executive Director and Network Specialist on topics relating to implementing the network's strategic plan,
- Leads strategic actions including joint fundraising,
- Ensures a collective vision,
- Evaluates outcomes,
- Builds capacity for youth engagement,
- Collaborates on communications and representation of Beacons work citywide,
- Aligns professional development opportunities across agencies, and
- Ensures fidelity to the Beacons model across the collaborative.

The Beacons Youth Leadership team meets monthly during the school year. This citywide youth-adult partnership team includes youth workers and youth leaders from all of the Beacons Centers' youth advisory boards. At the fall Beacons Leadership Camp retreat, hundreds of Beacons youth go through a Youth Issues Forum process to identify key issues of concern in their schools and communities (as described in the Statement of Assets and Needs). Past areas of focus have included: creating diverse communities free of gossip and bullying, creating a greener and healthier school, food, and environment, promoting positive peer influence, uniting youth to end violence, and increasing school engagement and improving the school climate. The Youth Leadership Team (and Youth Advisory Boards) then work together around this call to action and use topics identified to guide the development of projects carried out by the Leadership Team. In addition, members of the Youth Leadership Team provide voice and input to guide the work of the network as a whole.

In addition, each Beacons Center has a youth advisory group that provides a critical leadership function in the center. Youth advisories identify and lead projects in their school and neighborhood, and advise staff about program offerings and practices. This includes opportunities for youth to analyze data and make informed suggestions as to the Center's workplan. The Network provides training and technical assistance to support youth advisories, including the Youth as Facilitative Leaders participatory methods training and a toolkit to help staff set up a new advisory board. Members of the Steering Committee and Youth Leadership Team review data together and ensure alignment in vision and practice across the collaborative. They also meet annually with the Beacons principals and other key partners. Together these key stakeholders inform the strategic actions of the network.

Grant Management

The YMCA of the Greater Twin Cities has a proven record of effective 21st Century grant management as the lead agency for the Minneapolis Beacon Network. Together the YMCA and the Beacons Network deliver high quality programs to meet the needs of underserved Minneapolis youth. To ensure we maintain quality programming across the Network, we promote a culture of data-driven continuous improvement. All stakeholders – including youth, staff, teachers, families, and school principals – are engaged in using data and outcomes to improve our effectiveness and tell the Beacons story.

Minneapolis Public Schools (MPS), the Beacons Network, and the YMCA are committed to partnering to use data to improve out-of-school time outcomes for youth. MPS' Department of Research, Evaluation, Assessment, and Accountability (REAA) conducts in-depth, quality analysis of Beacons' data, and provides needed confidential data directly to the Minnesota Department of Education. Beyond this, the YMCA has also initiated a contract with Wilder Research to create an evaluation framework and provide analysis for key programs such as Beacons. The YMCA has also hired 2.25 new full-time positions dedicated to data management and grants management in the last year.

The Beacons Network staff team is housed out of the University YMCA on the campus of the University of Minnesota. This provides a host of opportunities to connect to a research institution for greater analysis on best practices and community impact. The unique partnerships on and off campus that have been developed by the YMCA and the Beacons Network strengthen our capacity to effectively manage grant implementation and continuous improvement.

These efforts have been successful. Through ongoing collaboration, analysis, and a focus on continuous improvement, the Beacons Network has achieved extremely positive outcomes. This is reinforced in the conclusion of a 2015 Developmental Evaluation report conducted by Rainbow Research, stating:

> *Synergy is when 'the whole is greater than the sum of its parts.' The Minneapolis Beacons Network is based fundamentally in this belief and theirs is a great example of a true city wide collaborative partnership that is now a foundational part of the infrastructure that supports after-school programming in Minneapolis. Without the Minneapolis Beacons Network, schools would suffer, young people would miss out, and our communities would be weakened.*

Capacity to Collect Multiple Datasets & Qualifications

Beacons works carefully at all levels to ensure accurate data collection and evaluation practices. We have invested in a solid infrastructure for evaluation that allows Centers and staff at all levels to consistently deliver required data and achieve program goals. Data collection is coordinated by the Beacons Network team and is implemented by the Beacons Center Director at each location.

- Network staff monitor the timeline for data submission and communicate any changes in grant reporting requirements to staff and the external evaluator. This is critical given the size, scope, and unique data-sharing relationship between the schools and the partner organizations.
- Center coordinators collect: unduplicated participant counts, youth engagement rates, outcomes and activity data, and teacher/youth/family surveys (working closely with principals and schools).
- Through a unique partnership with MPS' Department of Research, Evaluation, Assessment, and Accountability (REAA), Network leaders access demographic and academic data on participants, and conduct both annual and longitudinal research and evaluation projects.

The Beacons Network leadership are respected leaders in the fields of youth development and evaluation:

Executive Director Jenny Collins, M.Ed, provides strategic leadership to Beacons evaluation to create a culture of effectiveness and impact in Beacons. A graduate of Minneapolis Public Schools herself, her related accomplishments include:

- Completed the Evaluation Fellows cohort with the University of Minnesota College of Education and Human Development focused on use of evaluation in out-of-school time.
- U of MN College of Education and Human Development Rising Alumni Award Recipient, 2017.
- Authored *Building Capacity for Program Quality in Youth Work: Learnings from a Six-Year Quality Journey of the Minneapolis Beacons Network.* University of Minnesota Extension & Minnesota Department of Education. (2012). Moving Youth Work Forward: Reflections on Youth-Centered Practice in Minnesota.
- Authored *Engaging Program Alumni as Leaders in Beacons.* (September 2010). Unpublished Final Report for the Twin Cities Afterschool Matters Fellowship 2009-10 submitted by the Minnesota Writing Project and the University of Minnesota Extension Center for Youth Development.

Beacons Network Specialist Hayley Tompkins, M.Ed, coordinates all citywide data collection and data sharing partnerships while engaging underserved youth and communities in producing and making meaning of data related to youth work practice. Her related accomplishments include:
- Youth Development Leadership Master's Degree with a concentration in evaluation.
- Member of the founding committee for Making Meaning of Multiple Data Sets (M3).
- Served as guest co-editor for the national Journal of Youth Development, 2017.
- U of MN College of Education and Human Development Rising Alumni Award Recipient, 2017.
- Member of statewide STEM learning in afterschool cohort.
- Cohort participant; Youth Participatory Evaluation Cohort 2013, led by 4-H.

Eric Moore, MPA, is the Chief of Accountability, Innovation, and Research for MPS, and provides leadership for the REAA's support of the Beacons Network evaluation. Eric supervises a team of 13 MPS data scientists and evaluators tasked with the analysis of MPS student data to inform the continuous improvement, accountability, and innovation efforts of the district. Eric has experience providing leadership for the design and implementation of research and evaluation related to school day and out-of-school time programs in the Twin Cities. He served as a fellow with the Center for Education Policy Research at Harvard University.

These leaders focus on the best practices that help programs and young people thrive. Out-of-school time researchers, including Deborah Vandell, have demonstrated that understanding the impact and effectiveness of afterschool programs involves looking at a complex set of factors including relationships, time spent in the program, and program quality. Beacons' evaluation process is aligned with statewide best practices for data collection and analysis – specifically Making Meaning of Multiple Data Sets (M3), linked to Ignite Afterschool's Believe It, Build It framework and continuous program improvement process. We use a variety of research-validated tools for evaluation, including:
- Survey of Academic and Youth Outcomes (SAYO) – a research-based and nationally used survey tool developed by the National Institute of Out of School Time, SAYO measures out-of-school time program impact. It is designed to show how youth are experiencing their programs, and gauge their attitudes and beliefs in key areas related to their future success.
- Youth Program Quality Assessment (YPQA) scores – developed by Weikart Center as a part of a partnership with the Minnesota Youthwork Institute, this is a validated instrument designed to measure the quality of youth programs and identify staff training needs. Evidence is gathered through observation and interview, and is then used to score different aspects of the program and create an overall program quality profile.
- Online Youth Programs (OYP) – developed by Minneapolis Public Schools, OYP acts as a registration, staffing, program, and attendance tracking system. Linked to MPS' student database, OYP provides real time access all necessary student information and program reports.

As shown below, Beacons collects data in four key domains that are essential to understanding and improving the experience of young people in Beacons: program experience, program quality, participation, and outcomes.

Data Domain:	Tools:	Collected by:	Analyzed by:
Program Experience: Data that helps us understand the experience of a young person in the program.	• Parent, Principal, and Partner Surveys • Youth participatory action research & youth advisory data	• Program Staff • Youth Advisory Members	• All Advisory Members and key staff
Program Quality: Data that helps us observe and understand the quality of the program both at the point of service and behind the scenes.	• YPQA Forms A and B • Staff Survey and staff data • Youth Participatory Evaluation Project	• Cross Agency External Assessors and Youth, serving as YPQA Assessors • Lead agencies	• All Advisory Members and key staff
Participation: Data that demonstrates the recruitment and retention to the program overall as well as dosage in key program activities, are effective.	• Hours of Center operations, and focus on 21st Century Skills, STEM, and Workforce programming offered • Program Attendance through MPS' Online Youth Programs (OYP) database • Individual participant data from enrollment forms (grade, gender, school, student ID, etc.) • Aggregate demographic data from REAA (race/ethnicity, English Language Learner, Homeless and Highly Mobile, Special Education Services, Free/Reduced Lunch)	• Program staff • Network staff • All confidential data goes directly from REAA to Minnesota Department of Education (MDE)	• All Advisory Members and key staff • REAA
Outcomes: Data to measures the changes in behavior, attitude, or skills demonstrated by a participant as a result of program engagement.	• SAYO • Teacher Survey • Academic data from REAA (attendance, standardized tests, and graduation rates)	• Program Staff collect from participants and teachers • Network Staff	• All Advisory Members and key staff • REAA

Using and building upon the Making Meaning of Multiple Data Sets (M3) process, "Data Days" offer Beacon Centers the opportunity to bring coordinators, lead staff, and youth workers together to sift through data from their center, with an emphasis on reflection and planning. Center teams analyze attendance and demographic data, SAYO reports, YPQA scores, and other reports to find the highs and lows for their programs. They then cluster these ideas to find themes, which are categorized and prioritized. Teams take the priorities back to center leadership teams (including the youth advisory team)

to develop specific action plans. Past themes have included more intentional youth leadership opportunities, alignment with teachers, and adult staff development.

In addition to its effective data collection and analysis at the citywide level, the Beacons Network recognizes the need for ongoing communication and shared learning among the center coordinators and key staff. We know that maintaining a common vision, commitment, and focus on continuous improvement across a collaborative requires a regular structure for convening key stakeholders. Monthly coordinator meetings for all centers allow directors to plan and share strategies across centers and organizations. These meetings are a critical element of maintaining a healthy and functional network.

Each year, evaluation results are reviewed with Beacons' Network staff, Steering Committee, leadership team, and coordinators. Coordinators review results with their own teams, partners, schools, young people, and their families. In addition, results are presented and discussed in a formal meeting with principals, associate superintendents, and executives of the four partner organizations (YMCA, YWCA, Boys & Girls Clubs, and Minneapolis Community Education).

Collecting Individual Student Records
Each center coordinator works with the school principal to develop a plan for sharing individual level data to ensure appropriate confidentiality. The principal at each school develops the detailed plan determining which service providers access what data at their school. All Beacons agencies use MPS' Out-of-School-Time registration system Online Youth Programs. This only shows the appropriate individual level of data about students, and is updated live with changes to a student's information.

As described above, the Beacons Network works closely with MPS' Department of Research, Evaluation, Assessment, and Accountability (REAA) to collect and manage data. We submit participant lists to REAA, who then provide demographic and outcome data back in aggregate form in compliance with data privacy rules and laws. Beacons Network staff and external evaluators analyze and prepare that data to share with partners, young people, families, schools, and the community.

Registration Process & Student Attendance
Registration is led by the Beacons Center Director in partnership with school staff at each center. Registration includes the following steps:
- Beacons staff prepare a registration sheet for upcoming programs emphasizing a blend of developmentally appropriate academic and enrichment options and allowing for youth choice;
- Beacons staff use a variety of methods to recruit participants including passing out forms at lunches, in the hallways, and in classroom visits. Beacons staff reach out to as many young people as possible to share information about Beacons.
- Beacons staff also work with school partners to determine which young people should be specifically encouraged to join Beacons, based on identified social and academic need and other factors. Beacons or school staff then reach out to those young people and families to explain the opportunity, answer questions, determine interest, and ultimately invite them to the program. Though we do specifically recruit some youth, we also encourage all students who are interested to join the program.
- After youth bring in a completed and signed registration form, they are entered into the Online Youth Programs data system and registered into Beacons.

Beacons coordinators collect daily participant attendance from afterschool staff, and enter it into the Online Youth Programs database.

Quality Assessment Tool Plan

Minneapolis Beacons Network has used the Youth Program Quality Assessment (YPQA) to engage in continuous quality improvement for more than 10 years. The time, resources, and energy spent on strengthening the quality of our programs have allowed us to create an innovative and creative approach to programming that provides youth with more opportunities to engage in meaningful ways.

Beacons was among the first youth programs in the Twin Cities to develop youth-adult YPQA assessment teams. We use YPQA assessments in two cycles.

- External assessments are completed each spring at all centers. Assessments are completed by certified assessors (either Network staff or cross-agency managers). YPQA scores are then entered into the Weikart Center's Online Scores Reporter where Network staff aggregate scores and create reports for centers. After this, self-assessments are completed throughout the year and are based on each center's needs and capacity. In addition, some centers focus on one page or section of the YPQA each month or session, doing small self-assessments weekly for staff coaching, feedback, and development. Some centers also work to build capacity of youth workers by training them to assess, using an adapted version of the YPQA where they assess staff monthly for the purpose of reflection and program planning.
- Data Days (described above) offer centers the opportunity to bring coordinators, lead staff, and youth workers together to sift through the data from their center with an emphasis on reflection and planning. This is the second assessment cycle of the year, and uses not only YPQA data but also attendance data, SAYO reports, etc.

Beacons sees assessment as a cycle that should always be in motion to ensure we are providing the highest quality programming. As shown below (left), this includes both external assessment, data days, reflection, planning, and action. This work goes hand in hand with our focus on self-assessment, shown on the right. With each of these cycles, the opportunity to change and grow is endless, helping us provide the strongest possible services to our youth.

External Assessment Cycle

Action → External Assessment → Data Day → Reflection → Planning → Action

Self-Assessment Cycle

Implementation → Self Assessment → Coaching → Reflection → Planning → Implementation
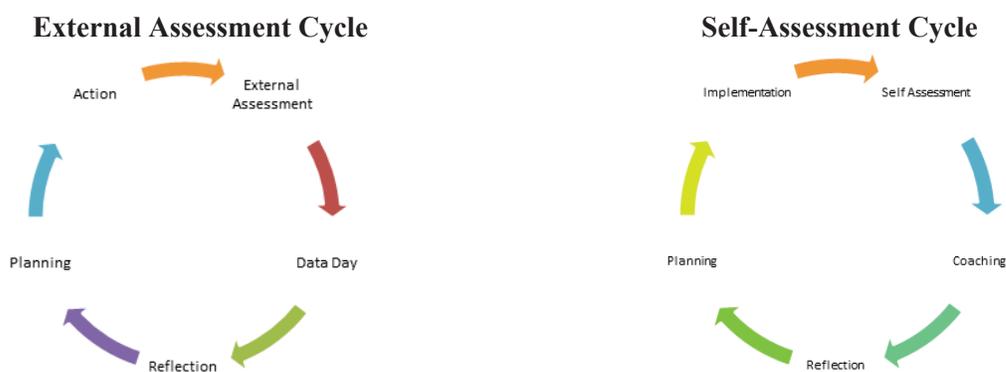
Recommendations identified through this process are implemented by staff at individual Beacons Centers and the Network Director, to support targeted Network-wide professional development.

Strategies for Meeting Health, Nutrition, and Safety Needs

The collaborations inherent in Minneapolis Beacons Network enable us to meet the health, nutrition, and safety needs of the young people in our program. For instance, our strong partnership with the Minneapolis Public Schools provides young people with a safe and familiar place to gather after school, and the schools also provide a healthy snack, as well as access to school nurses, after school.

The YMCA is committed to healthy activity and eating, and leads the nation with our Healthy eating and Physical Activity standards for youth programs. When a young person begins their Beacons day after school, the first thing programs offer is a healthy snack and some opportunity to relax and build

friendships, enabling them to begin programs as a whole person who is ready to engage and learn. We also build movement into the day, giving young people the opportunity to move their bodies and improve their health. Many Beacons programs implement the Alliance for a Healthier Generation's Healthy Out of School Time (HOST) tools, resources, and assessments. Beacons works with school day teams to align and implement Healthy School initiatives both during and after school. Strengthening healthy bodies and healthy minds is central to the work that we do at Beacons, and we seek to ensure that young people have access to a safe place where they can grow, learn, and lead.

Transportation Plan
One of the strengths of the Minneapolis Beacons Network is our strong partnership with the Minneapolis Public Schools. Beacons Centers are located in the schools, which means that traveling to the centers after school is not an issue. In addition, Minneapolis Public Schools provides free after school buses for Extended Learning Programs. Youth in our K-8 programs are able to take these buses after the program. For high school students, Minneapolis Public Schools has provided Go-To Passes to cover transportation after Beacons programs on public Metro Transit buses. Beacons provides transportation for special field trips, youth leadership retreats, and family events as needed.

Special Student Populations
Staff work carefully with school partners to ensure that no population or student who could benefit from the program has been left out of consideration for Beacons openings. We ask social workers, school staff, teachers, administrators, and partners to identify youth, and invite those young people first to ensure there are openings. We also work closely with MPS to ensure we are in compliance with all inclusion policies and laws for youth with special needs. Demographics analysis shows that this is effective – numbers for students who are English Language Learners or enrolled in special education programs are proportionate to those of the schools we serve (which themselves are over-represented by these populations, as shown in the statement of assets and needs). In addition, Beacons intentionally addresses language barriers by hiring bilingual staff and accessing translation services as needed. Our ongoing commitment to engaging the voices of underrepresented youth keeps us relevant and accountable to their needs.

Information Dissemination & Engagement
Minneapolis Beacons Network uses several tactics for disseminating information about the center to the community. The Network's website, http://beaconsminneapolis.org, has overall information about Beacons overall, Centers, ways to get involved, an events calendar, data, and contact information. We post similar information on social media sites, such as Facebook. We also broaden awareness of Beacons through postings on school and Community Education websites, and inclusion in summer Community Education communications. In addition, staff complete dedicated outreach activities by attending the annual meetings of charter schools, home schools, etc. and presenting about available Beacons programs in the community. Our goal is to broaden awareness overall and to ensure that all youth who could benefit from Beacons are aware of the program and can access services.

In addition, we host an annual Beacons Principals and Partners Breakfast. This event is a public opportunity to assess success, challenges, and opportunities for increased alignment and effectiveness as we move to achieve shared goals. Attendees include principals, staff, youth, district leadership, lead youth development agencies, community partners, public decision makers, and private partners.

Because of the size and scope of the Minneapolis Beacons Network, results have occasionally contributed to scholarship efforts in the field of out-of-school time and youth development. For instance, the Network Director published an article in the Afterschool Matters Practitioner Writing Fellowship on Beacons alumni, and a Center Coordinator was featured in a publication of the Forum for Youth Investment on Supervision Practices in Beacons. These forms of dissemination help share best practices and lessons learned with key stakeholders in the field, including other practitioners, funders, and policy makers.

Feeder Schools and Center Operations

Operations Designed to Meet Student Needs
Each Beacons Center's schedule (hours of operation) is created to complement the feeder school's schedule, making it as easy as possible for youth to access services. Our programs begin immediately after school – at the end of the day students leave their classrooms and either leave school or head straight to Beacons. In addition, since Beacons is located inside the school, transportation is not a barrier to participation. This also works well for students who require additional support (special needs) because they are able to stay in their familiar school building and don't have to navigate additional transportation and transitions. As an after-school program, Beacons participants are able to take regular after-school busing to return home at the end of the day.

Beacons timing and location also enable additional teacher involvement. School teachers are able to stay after school to support and lead academic enrichment activities or clubs. If programming was offered later, it would be significantly harder for teachers to engage in this way. This opportunity can also benefit school teachers as well, helping them build stronger relationships with their students during less formal out-of-school time activities, which can increase student engagement during the school day.

Beyond this, there is a strong correlation between Beacons participation and overall school attendance. Regular Beacons participants attend school six days more than their non-Beacons peers. Beacons were 1.2 times more likely to attend school at least 95% of the time in 2015 after taking into account 2014 attendance rates and several demographic variables (Beacons Program Evaluation, Minneapolis Public Schools, 2016). We believe that the accessibility and immediacy of Beacons' programming is a central way we affect this change for the young people we serve. This is significant as school attendance is strongly associated with greater academic success and ultimate graduation.

Families are central to our work and Beacons' design works well for the families of our participants. For families with limited access to transportation, the presence of free after-school buses can make a significant difference in access. In addition, for families who are working, the early release of many schools (2:30 pm) can result in either youth spending sometimes considerable time on their own or families struggling to meet work or other commitments. Quality afterschool programming can ease these concerns, providing youth and families with fun, engaging, and positive opportunities after the school day.

Beacons design also has broader community implications. Research indicates that youth are significantly more likely to be victims or perpetrators of crime between the hours of 3 and 6 pm. In fact, the rate of juvenile violence in the afterschool period is five times the rate in the juvenile curfew period. Based on this, evidence suggests that youth engagement in the afterschool hours has the greatest potential to decrease a community's juvenile violent crime rate (Office of Juvenile Justice & Delinquency Prevention, Juvenile Offenders & Victims, 2014). Therefore, engaging young people in positive activities in this time period can also have broader effects on youth avoidance of contact with the juvenile justice system and community safety.

Goal 1.3: Recruitment and Retention

100% of Centers will reach their recruitment goals with at least 70% regular participants (students attend at least 30 program days during the school year).

Center Name: Anne Sullivan Elementary School

Address:	City:	Zip:
3100 East 28th Street	Minneapolis	55406
Center Coordinator (if known):	Phone:	Email:
Louisa Olbekson	612-668-5003	louisa.olbekson@ymcamn.org
US Congressional District:	MN Senate District:	MN House District:
5	63	63A

List all schools whose students will be served at this center, even if a school and the center are the same location. Use additional sheets if needed. Provide the requested information about each school. You may find information on the Minnesota Report Card. Enter the name of the school, then select the **School Performance** tab and scroll down to the **Designations and Status** heading.

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Anne Sullivan Elementary	Yes	Focus	175	125	n/a	300
Anishinabe Academy	Yes	Priority	n/a	30	n/a	30
Seward Montessori	Yes	Not designated – MMR: 31.81%; FR: 21.26%	n/a	20	n/a	20

Center Name: Anwatin Middle School

Address:	City:	Zip:
256 Upton Avenue S	Minneapolis	55405
Center Coordinator (if known):	Phone:	Email:
Matt Branch	612-688-2470	matthew.branch@mpls.k12.mn.us
US Congressional District:	MN Senate District:	MN House District:
5	59	59B

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Anwatin Middle	Yes	Focus	n/a	305	n/a	305
Bryn Mawr Elementary	Yes	Focus	20	n/a	n/a	20

Center Name: Edison High School

Address:	City:	Zip:
700 22nd Avenue NE	Minneapolis	55418

Center Coordinator (if known):	Phone:	Email:
Roz Anderson	612-788-4881	roz.anderson@ymcamn.org

US Congressional District:	MN Senate District:	MN House District:
5	60	60A

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Edison High	Yes	Priority	n/a	n/a	350	350

Center Name: Franklin Middle School

Address:	City:	Zip:
1501 Aldrich Avenue North	Minneapolis	55411

Center Coordinator (if known):	Phone:	Email:
Aisha Wright	612-522-6559	awright@ywcampls.org

US Congressional District:	MN Senate District:	MN House District:
5	59	59B

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Franklin Middle	Yes	Not designated – MMR: 2.43%; FR: 3.65%	n/a	250	n/a	250

Center Name: Hmong International Academy

Address:	City:	Zip:
1501 30th Avenue North	Minneapolis	55411
Center Coordinator (if known):	Phone:	Email:
Kinley Vang	612-668-2265	kvang2ywca-minneapolis.org
US Congressional District:	MN Senate District:	MN House District:
5	59	59A

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Hmong International Academy	Yes	Priority	200	150	n/a	350

Center Name: Lucy Laney Elementary

Address:	City:	Zip:
3333 Penn Ave North	Minneapolis	55412
Center Coordinator (if known):	Phone:	Email:
Adam Deleeuw	612-668-2223	adam.deleeuw@mpls.k12.mn.us
US Congressional District:	MN Senate District:	MN House District:
5	59	59A

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Lucy Laney Elementary	Yes	Priority	225	n/a	n/a	225

Center Name: Nellie Stone Johnson Elementary School

Address:	City:	Zip:
807 27th Avenue North	Minneapolis	55411
Center Coordinator (if known):	Phone:	Email:
Patia Thao	612-688-2949	patia.thao@ymcamn.org
US Congressional District:	MN Senate District:	MN House District:
5	59	59A

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Nellie Stone Johnson Elementary	Yes	Focus	225	n/a	n/a	225

Center Name: North High School

Address:	City:	Zip:
1500 James Avenue North	Minneapolis	55411
Center Coordinator (if known):	Phone:	Email:
TBD	TBD	TBD
US Congressional District:	MN Senate District:	MN House District:
5	59	59B

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
North High	Yes	Priority	n/a	n/a	200	200

Center Name: Northeast Middle School

Address:		City:		Zip:	
2955 NE Hayes Street		Minneapolis		55418	
Center Coordinator (if known):		Phone:		Email:	
Aamina Muhammad		612-668-1515		aamina.muhammad@mpls.k12.mn.us	
US Congressional District:		MN Senate District:		MN House District:	
5		60		60A	

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Northeast Middle	Yes	Focus	n/a	315	n/a	315
Waite Park Elementary	Yes	Not designated – MMR: 52.45%; FR: 45.12%	10	n/a	n/a	10

Center Name: Olson Middle School

Address:		City:		Zip:	
1607 51st Avenue North		Minneapolis		55430	
Center Coordinator (if known):		Phone:		Email:	
Tony Arnold		612-668-1663		tarnold@bgc-tc.org	
US Congressional District:		MN Senate District:		MN House District:	
5		59		59A	

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Olson Middle	Yes	Not designated – MMR: 30.41%; FR: 29.28%	n/a	200	n/a	200
Jenny Lind Elementary	Yes	Priority	n/a	25	n/a	25

Center Name: Patrick Henry High School

Address:	City:	Zip:
4320 Newton Avenue North	Minneapolis	55412
Center Coordinator (if known):	Phone:	Email:
Amy Yang	612-668-2015	ayang@bgc-tc.org
US Congressional District:	MN Senate District:	MN House District:
5	59	59A

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Patrick Henry High	Yes	Not designated – MMR: 66.6%; FR: 32.5%	n/a	n/a	350	350

Center Name: Roosevelt High School

Address:	City:	Zip:
4029 28th Avenue South	Minneapolis	55406
Center Coordinator (if known):	Phone:	Email:
Mark Ritcher	612-724-4011	mark.ritcher@ymcamn.org
US Congressional District:	MN Senate District:	MN House District:
5	63	63A

School Name	High Poverty School &/or Title I Eligible	MMR Rating	Target # pre-K to 4 grade 21CCLC participants	Target # 5 to 8 grade 21CCLC participants	Target # 9 to 12 grade 21CCLC participants	Total school recruitment goal
Roosevelt High	Yes	Focus	n/a	n/a	320	320
South High	Yes	Continuous Improvement	n/a	n/a	30	30

Goal 1.4: Opportunities

100% of Centers will offer at minimum three (3) days of activities a week for 420 unduplicated hours of programming, including a minimum four (4) weeks per summer, and at least 300 hours per regular school year.

Anwatin Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	Total
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Spring Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Summer Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time	11:00am	11:00am	11:00am	11:00am	
AM End Time					
PM Start Time					
PM End Time	3:00pm	3:00pm	3:00pm	3:00pm	
Typical Hours/Day	5	5	5	5	

Anne Sullivan Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	Total
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					

	Monday	Tuesday	Wednesday	Thursday	Friday
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time	11:00am	11:00am	11:00am	11:00am	
AM End Time					
PM Start Time					
PM End Time	3:00pm	3:00pm	3:00pm	3:00pm	
Typical Hours/Day	5	5	5	5	

Edison Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	09/18/2017	01/08/2018	06/25/2018	
End Date (MM/DD/YY):	12/22/2017	06/01/2018	08/10/2018	**Total**
Weeks:	12	21	7	40
Hours:	180	315	140	635

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	12:00pm	12:00pm	12:00pm	12:00pm	12:00pm

	Monday	Tuesday	Wednesday	Thursday	Friday
PM End Time	4:00pm	4:00pm	4:00pm	4:00pm	4:00pm
Typical Hours/Day	4	4	4	4	4

Franklin Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	Total
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Spring Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Summer Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time	11:00am	11:00am	11:00am	11:00am	
AM End Time					
PM Start Time					
PM End Time	3:00pm	3:00pm	3:00pm	3:00pm	
Typical Hours/Day	5	5	5	5	

HIA Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	Total
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					

	Monday	Tuesday	Wednesday	Thursday	Friday
PM Start Time	2:30pm	2:30pm	2:30pm	2:30pm	
PM End Time	5:30pm	5:30pm	5:30pm	5:30pm	
Typical Hours/Day	3	3	3	3	
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	2:30pm	2:30pm	2:30pm	2:30pm	
PM End Time	5:30pm	5:30pm	5:30pm	5:30pm	
Typical Hours/Day	3	3	3	3	
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time	11:00am	11:00am	11:00am	11:00am	
AM End Time					
PM Start Time					
PM End Time	3:00pm	3:00pm	3:00pm	3:00pm	
Typical Hours/Day	5	5	5	5	

Lucy Laney Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	**Total**
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	2:30pm	2:30pm	2:30pm	2:30pm	
PM End Time	5:30pm	5:30pm	5:30pm	5:30pm	
Typical Hours/Day	3	3	3	3	
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	2:30pm	2:30pm	2:30pm	2:30pm	
PM End Time	5:30pm	5:30pm	5:30pm	5:30pm	
Typical Hours/Day	3	3	3	3	
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	12:00pm	12:00pm	12:00pm	12:00pm	
PM End Time	5:00pm	5:00pm	5:00pm	5:00pm	

Typical Hours/Day	5	5	5	5	

Nellie Stone Johnson Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	Total
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	2:30pm	2:30pm	2:30pm	2:30pm	
PM End Time	5:30pm	5:30pm	5:30pm	5:30pm	
Typical Hours/Day	3	3	3	3	
Spring Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	2:30pm	2:30pm	2:30pm	2:30pm	
PM End Time	5:30pm	5:30pm	5:30pm	5:30pm	
Typical Hours/Day	3	3	3	3	
Summer Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	12:00pm	12:00pm	12:00pm	12:00pm	
PM End Time	5:00pm	5:00pm	5:00pm	5:00pm	
Typical Hours/Day	5	5	5	5	

North Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	09/18/2017	01/08/2018	06/25/2018	
End Date (MM/DD/YY):	12/22/2017	06/01/2018	08/10/2018	Total
Weeks:	12	21	7	40
Hours:	180	315	140	635

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm

	Monday	Tuesday	Wednesday	Thursday	Friday
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	12:00pm	12:00pm	12:00pm	12:00pm	12:00pm
PM End Time	4:00pm	4:00pm	4:00pm	4:00pm	4:00pm
Typical Hours/Day	4	4	4	4	4

Northeast Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	**Total**
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time	11:00am	11:00am	11:00am	11:00am	
AM End Time					
PM Start Time					
PM End Time	3:00pm	3:00pm	3:00pm	3:00pm	

Typical Hours/Day	5	5	5	5	

Olson Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	10/02/2017	01/08/2018	06/18/2018	
End Date (MM/DD/YY):	12/22/2017	05/04/2018	08/03/2018	Total
Weeks:	9	15	7	31
Hours:	110	200	140	450

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Spring Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	
Typical Hours/Day	3	3	3	3	
Summer Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time	11:00am	11:00am	11:00am	11:00am	
AM End Time					
PM Start Time					
PM End Time	3:00pm	3:00pm	3:00pm	3:00pm	
Typical Hours/Day	5	5	5	5	

Patrick Henry Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	09/18/2017	01/08/2018	06/25/2018	
End Date (MM/DD/YY):	12/22/2017	06/01/2018	08/10/2018	Total
Weeks:	12	21	7	40
Hours:	180	315	140	635

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm

	Monday	Tuesday	Wednesday	Thursday	Friday
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	12:00pm	12:00pm	12:00pm	12:00pm	12:00pm
PM End Time	4:00pm	4:00pm	4:00pm	4:00pm	4:00pm
Typical Hours/Day	4	4	4	4	4

Roosevelt Center Weeks/Hours

Center Operations	Fall Term September-December	Spring Term January-May	Summer Term June-August	
Start Date (MM/DD/YY):	09/18/2017	01/08/2018	06/25/2018	
End Date (MM/DD/YY):	12/22/2017	06/01/2018	08/10/2018	**Total**
Weeks:	12	21	7	40
Hours:	180	315	140	635

Center Schedule

Fall Term	Monday	Tuesday	Wednesday	Thursday	Friday
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Spring Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	3:00pm	3:00pm	3:00pm	3:00pm	3:00pm
PM End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm
Typical Hours/Day	3	3	3	3	3
Summer Term	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM Start Time					
AM End Time					
PM Start Time	12:00pm	12:00pm	12:00pm	12:00pm	12:00pm
PM End Time	4:00pm	4:00pm	4:00pm	4:00pm	4:00pm
Typical Hours/Day	4	4	4	4	4

Please complete a detailed budget for Year 1.
Note: School districts should identify object codes
when building budgets within each object code series.

OBJECT CODE SERIES 100	ADMINISTRATIVE/INSTRUCTIONAL STAFF:					
Example	*Center Coordinator*	*1*	*6*	*250*	*$20*	*$30,000*
CODE	POSITION TITLE	# OF STAFF	HOURS	DAYS	RATE	TOTAL
	Grant and Collaborative Partnership Manager	1	8	250	$32.50/hour	$65,000
	Grant and Collaborative Partnership Coordinator	1	8	250	$25.00/hour	50,000
	STEM and College Interns Programs Coordinator	1	6	250	$20.00/hour	$30,000
	Evaluation and data manager	1	6	117	$25.00/hour	$17,500
	K-5 Coordinators	4	5	250	$20.00/hour	$100,000
	Middle School Coordinators	8	6	250	$20.00/hour	$240,000
	High School Coordinators	7	6	250	$20.00/hour	$210,000
					SUB-TOTAL	$712,500

OBJECT CODE SERIES 100	NON-LICENSED/LICENSED SUPPORT STAFF:					
CODE	POSITION TITLE	# OF STAFF	HOURS	DAYS	RATE	TOTAL
	K-5 Youth Development group activity leaders and tutors	15	3	100 sessions	$10/hour	$45,000
	MS Youth Development group activity leaders and tutors	30	3	120 sessions	$10/hour	$108,000
	HS Youth Development group activty leaders and tutors	15	3	120 sessions	$10/hour	$54,000
					SUB-TOTAL	$207,000

OBJECT CODE SERIES 200	FRINGE BENEFITS:				
Example	*Coordinator*	*1*	*15%*	*$30,000*	*$4,500*
CODE	POSITION TITLE	# OF STAFF	RATE	WAGES	TOTAL
	Grant and Collaborative Partnership Manager	1	0%	$75,000	$0
	Grant and Collaborative Partnership Coordinator	1	0%	50,000	0
	STEM and College Interns Programs Coordinator	1	0%	$30,000	$0
	K-5 Coordinators	4	16%	$100,000	$16,000
	Middle School Coordinators	8	16%	$240,000	$38,400
	High School Coordinators	7	16%	$210,000	$33,600
	K-5 Youth Development group activity leaders and tutors	15	16%	$45,000	$7,200
	MS Youth Development group activity leaders and tutors	35	16%	$126,000	$20,160
	HS Youth Development group activty leaders and tutors	15	16%	$54,000	$8,640
				SUB-TOTAL	$124,000

OBJECT CODE SERIES 300	CONSULTING FEES/CONTRACTUAL SERVICES:			
CODE	DESCRIPTION	HOURS	RATE	TOTAL
	Evaluation Data Processing - Minneapolis Public Schools Department of Research, Evaluation, Assessment, and Accountability	55	$175	$9,625
	Youth Participatory Evaluation and youth input on design of new program elements (STEM, College & Career Pathways, Transition Grades)	50	$100	$5,000
	Citywide Capacity building - youth and adult partnership retreat, coordination, and convening	200	$100	$20,000
	Professional Development and training for youth workers, partners, and young people	50	$150	7,500
			SUB-TOTAL	$42,125

OBJECT CODE SERIES 300	COMMUNICATIONS: Include printing and postage.	
	SUB-TOTAL	0

OBJECT CODE SERIES 300	STAFF TRAVEL: Travel reimbursement limits based on current Commissioner's Plan	
	Cohort 7 Grant Orientation	$500
	M3 Continuous Program Improvement Workshop	$200
	Spring Grant Manager Meeting	$500
	SUB-TOTAL	$1,200

OBJECT CODE SERIES 300	STUDENT TRANSPORTATION:	
	Transportation for programs	$5,000
	SUB-TOTAL	$5,000

OBJECT CODE SERIES 400	SUPPLIES and MATERIALS – Non-Instructional	
	SUB-TOTAL	0

OBJECT CODE SERIES 400	SUPPLIES and MATERIALS – Instructional	
	K-5 Afterschool and Summer Program Supplies (four centers)	$12,000
	Middle School Afterschool and Summer Program Supplies (six centers)	$18,000
	High School Afterschool and Summer Program Supplies (four centers)	$12,000
	SUB-TOTAL	$42,000

OBJECT CODE SERIES 800	OTHER EXPENSES	
	Youth and young adult stipends for participation in evaluation and leadership projects	$12,000
	SUB-TOTAL	$12,000

OBJECT CODE SERIES 895	INDIRECT COSTS	
	Show approved indirect rate here: % SUB-TOTAL	
	TOTAL FUNDS REQUESTED YEAR ONE	**$1,145,825**

Budget Narrative

Effective Use of Public Resources

Beacons is a proven and highly efficient model with a larger scale and lower cost per participant than other afterschool models in the state.

This proposal would serve 3,500 of the most high-need young people in Minnesota. According to data from the Minnesota Department of Education, this is the equivalent of nearly 15% of the total youth served through 21st CCLC in 2014-2015, for only 10% of the total funding granted that year. In our proposed budget, the cost per child is $326 per year (as compared to the $490 cost per child averaged by the 2014-2015 21st CCLC grantees). Our cost per regular attendee is $466, dramatically lower than the state average of $900 per regular attendee.

Our proposed budget demonstrates some of the ways we add the efficiencies described above. Specifically, these include:

- Transportation: Despite providing daily transportation for hundreds of students, transportation costs are minimal due to coordination and leveraging of funds with the school district, which provides afterschool buses to program participants.
- Academic Instruction: Licensed teachers support Beacons youth through the leveraging of targeted services funding. This provides a significant cost savings in salaries to the budget, allowing the Beacons Network to focus on youth development team members and other expenses.
- Curriculum, supplies, and evaluation: The costs in these areas are significantly lower than other models due to our collaborative partnership. By engaging four of the largest youth-serving organizations in the state, we leverage existing quality curriculum, data systems, and evaluation models. Beacons Network staff work to ensure that all youth have access to quality curriculum provided by different agencies, and that staff from different organizations have opportunities to train one another on effective models for youth development.

The unique Beacons collaborative network leverages four largest and most experienced youth-focused agencies to serve young people. The result is a highly cost-effective model that is able to scale up and effectively implement the 21st Century Community Learning Centers model for youth in 12 high need schools in Minneapolis.

Sustainability Plan

While the federal 21st Century Community Learning Centers funding stream is a critical source of funding to sustain the large scale of the Minneapolis Beacons Network, Beacons agencies have also actively built a multi-pronged funding strategy to diversify funding streams. For every dollar invested, an additional three dollars are leveraged through in-kind services and community resources. These include: free school space use, coordination to reduce transportation costs, resources contributed from the board members and volunteers of the lead Beacons agencies, and in-kind programming from other partner organizations that deliver services under the Beacons umbrella.

In addition to the above strategies for collaboration and coordination, key funding strategies for the long-term sustainability of the Minneapolis Beacons Network include:

- **Private grant and corporate funds:** The YMCA of the Greater Twin Cities has been a key leader in securing private funding sources for the Beacons Network. Funders include General Mills, Youthprise, Cargill, and many others.
- **Individual donor strategy:** In the last three years, the YMCA has raised more than $100,000 in new funds for the Beacons work through individual donors.
- **Training and Capacity-Building contracts:** This year the Beacons Network staff team has expanded its reach by securing contracts with entities such as the United Way to provide capacity

building and training to partner organizations (beyond the lead Beacons agencies). This creates a new potential revenue stream, while contributing more broadly to the afterschool field.

- **Policy leadership:** The YMCA on behalf of the Minneapolis Beacons Network is also a member of the Ignite Afterschool (Minnesota's Afterschool Network) Strategic Leadership team and Executive Director Jenny Collins serves as an Afterschool Ambassador Emeritus with the Afterschool Alliance on the national level. In partnership with other afterschool leaders the YMCA and Beacons work to elevate the quality and visibility of afterschool programming in Minnesota in order to increase the public and private resources available for afterschool programs on the city, state, and federal level.

Challenges to Sustainability of Afterschool Programs in Minnesota

The low cost model of Beacons compared to other programs demonstrates our efforts for sustainability are working. However, sustaining high quality afterschool programs at scale in Minnesota remains a challenge. According to a 2017 research brief by Ignite Afterschool, 21st Century funding makes up almost half the total funding (public and private) dedicated to afterschool programs in the state. The $11.4 million Minnesota received in 21st CCLC funding in 2014 dwarfed the state's public investment of $2.6 million per year, and even the private funding of $10.1 million. In fact, the total funds available for afterschool programs have dropped by ⅓ in Minnesota since 2008. In 2017, $3 million in cuts to the Greater Twin Cities United Way's out-of-school time programming have dramatically affected Beacons and many other metro area providers.

Beacons is a model with demonstrated sustainability strategies, even during a challenging time for afterschool funding in Minnesota. Despite these efforts, the loss of 21st CCLC funding to the Minneapolis Beacons Network this year as a result of this proposal not being funded would cause a significant reduction of needed services available to some of Minnesota's most challenged young people.

Key Budget Items to Note

The proposed budget prioritizes placing high quality youth development professional staff in each of the 12 21st Century Community Learning Centers schools to provide the coordination and management needed for consistent and effective services. Additional budget priorities include evaluation, youth stipends for youth evaluation, supplies, capacity building, and professional development.