

Extended Learning Opportunities – Ohio

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Helping kids to succeed

Extended Learning Opportunities (ELO) are after school, before school, or summer programs for children ages 5-18.

These programs create environments outside of the classroom that foster growth, personal development, and further education of children and young adults. The most successful of these tie directly back to work done in the classroom.

In your community, these programs can improve school attendance and performance, provide greater stability in families, and even prevent crime.

Extended Learning Opportunities enjoy tremendous public support, as well as support from educators and others committed to the positive development of children and young adults.

We hope you find this site useful for beginning an ELO program in your community.

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Frequently asked questions about starting an ELO

Should I have children formally enroll in my ELO, or can they just drop-in?

Formal enrollment is very important to the safety and sensitivity of programs. It is essential for programs to have the most up to date information on children. For safety purposes, it is important to have contact information for those authorized by the parent or legal guardian to pick up the child and to have permission to transport in case of an emergency.

Enrollment time is also a great way to meet parents and find out information about the child's interests, values, and strengths. It also allows administrators to talk with parents about the program's mission, policies, procedures, and set the stage for future communication.

Drop-in programs are difficult to run safely. A program must be able to staff adequately for the number of children attending each day, and know where children are and exactly when the program is responsible for the children. Programs for older children can sometimes operate effectively under these constraints, but clear rules and understanding of responsibility must exist between the program, the parent, and the child.

How can I determine how if children should pay to enroll?

Many programs base their sliding scale or fee waivers on the federal poverty guidelines. Often programs subsidize the costs for families earning below 120% of the federal poverty level, and may apply a sliding payment scale for families up to 250% of the federal poverty level. Most programs ask for pay stubs and divorce/child support documents and/or copies of recent IRS forms to determine family income and number of dependents.

How should children be transported to and from the site and to other ELO activities?

Programs should have clear policies on transportation. It is best not to allow staff to transport children in private vehicles unless parental permission and proof of insurance for the staff member are on file, and the ELO's insurance company has approved the staff person as an allowable driver.

Clear policies must also be in place on car safety, number of children per vehicle, and what first aid supplies must go with the group. Enrollment/contact information and permission to transport must be with the group at all times.

How can I keep the children in my ELO safe?

Policies should be in place that limit access to the site by strangers and for identifying strangers within minutes of their arrival. Parents should have unlimited access to the site.

Policies should also address violence by staff, parents, children, and others. Programs should follow licensing regulations on safety and supervision as well as on fire and tornado drills. Other preventative measures should include drills and policies practiced with children regarding dangerous intruders, what to do when children see a dangerous weapon, and fire prevention as well as preventive work on conflict resolution, respect, and communication issues.

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How can my ELO become licensed?

Licensing allows Ohio ELO programs to receive federal funding. To learn more, contact the Ohio Department of Education at 614-466-0224 or the Ohio Department of Jobs and Family Services at <http://www.state.oh.us/odjfs/index.stm> ODJFS

Where can I receive some other help in starting up an ELO?

Out-of-School Time Project in Ohio 614-224-0222 x 160

National Institute on Out-of-School Time <http://www.niost.org/>

National School Age Care Alliance <http://www.nsaca.org/>

The Finance Project <http://www.financeproject.org/>

North Central Regional Educational Laboratory <http://www.ncrel.org/>

You can also contact your nearest ChildCare Resource and Referral Agency
<http://www.state.oh.us/odhs/cdc/page3.htm>

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What are needs of our children?

What are your motives for starting an ELO? What will your ELO offer that children in your community need? Before you open the doors of your ELO, consider any elements that may be wanting in the lives of the children of your community.

Safety –Children need to feel safe among their peers, among the adults in the program, and within the program facility. Is your ELO equipped to create a safe environment?

<http://nrc.uchsc.edu/> *National Resource Center for Health and Safety in ChildCare* offers links to documents in Ohio law that regulate health and safety in childcare. A document entitled, *Stepping Stones to Using Caring for Our Children* discusses safety policies and practices, building safety, staff training and policy, and infection control.

<http://www.edc.org/HHD/csn/> *The Children's Safety Network (CSN) National Injury and Violence Prevention Resource Center* provides resources and technical assistance to organizations seeking to reduce unintentional injuries and violence to children and adolescents.

<http://www.uni.edu/playground/home.html> *National Program for Playground Safety* offers a “report card” for your playground, 10 Steps to Safer Playgrounds, and tips to limit sun exposure.

Cross cultural needs – Do your community’s children hail from different cultural backgrounds? Do some have difficulty with English? Are racial tensions high in your community?

<http://members.aol.com/pforpeace/cr/> *People for Peace Conflict Resolution Center* provides ideas for conflict resolution, including a special section for children. Also includes stories for children and other activities.

<http://esl.about.com/homework/esl/index.htm?COB=home&PID=2785> is an online source for information about teaching and learning English as a second language.

Mentoring – If the children in your program have problems at school or at home, will your ELO be a place where they can find guidance and support? How will you structure your program to be sure this interaction takes place? Does your programming allow children to experiment - and possibly make mistakes – in a forgiving, encouraging environment? Will children be allowed to learn from each other?

<http://www.mentoring.org/> The National Mentoring Partnership describes how to become an effective mentor, how to improve mentoring skills, and ideas for mentor/mentee activities.

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What will be the Curricula for our ELO?

Studies show that the most successful ELOs reinforce the work children do in the classroom.

To make the ELO-classroom connection, be sure to get local schools involved in your program. Meet with school officials on a regular basis. Include overlapping ideas from school curricula in ELO curricula. This reinforcement helps to improve test scores and enhance learning.

Consider the following ideas as possible ways to tie school work to the components of your after school program:

Academic improvement – Do Fourth Grade Proficiency Test scores in your community need to improve? Is there a common weak subject among your children? Are some of your children struggling to learn English? See the following sites for some inspiration:

<http://www.ed.gov/inits/americanreads/RSRkit.html> *The READY*SET*READ Learning Information Kit* was developed by the Department of Health and Human Services, the Corporation for National Service, and the Department of Education to advance President Clinton's challenge to help every child in America read independently by the end of third grade. Also available in Spanish.

<http://www.ncrel.org/after/bellkit.htm> *North Central Regional Educational Laboratory* offers practical strategies for planning and implementing before-school, summer, and extended-day activities. Their toolkit illustrates ways to make informed decisions about critical issues such as management, collaboration, programming, evaluation, and communication.

<http://www.ed.gov/pubs/parents/hyc.html> The “*Helping Your Child*” series of publications, developed by the U.S. Department of Education Office of Educational Research and Improvement, presents games, activities, and learning ideas to help children learn math, geography, history, responsible behavior, library use, homework strategies, science, writing, effective test-taking, and reading. Several are available in Spanish.

http://artsedge.kennedy-center.org/teaching_materials/weblinks/artsedge.html *ArtsEdge*, a cooperative agreement between the John F. Kennedy Center for the Performing Arts and the National Endowment for the Arts (with additional support from the U.S. Department of Education) offers links to curricula for ESL, foreign language, math, physical education, science, and social studies. Also includes arts education

<http://esl.about.com/homework/esl/index.htm?COB=home&PID=2785> is an online source for information about teaching and learning English as a second language.

<http://disney.go.com/disneylearning/teachercenter/main/index.html> *Disney Learning Partnership* offers curriculum ideas to teach young children science, math, etc. Free registration is required.

<http://www.youthlearn.org/> *YouthLearn* has resources and tools for integrating technology into out of school programs. Includes curricula and examples.

<http://marcopolo.worldcom.com/> *The MarcoPolo program* provides no-cost, standards-based Internet content for the K-12 teacher and classroom, developed by the nation's content experts.

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Sports – Physical activity is a must for growing children and young adults. How to make sports fun and fair

<http://www.nays.org/index.cfm> *The National Alliance for Youth Sports* promotes safe and positive sports for children. It describes a “Start Smart” program for engaging children 3 and up in sports without fear of injury or adverse competition. The site also gives locations for volunteer coaching training in Ohio, parent orientations, and codes of ethics.

<http://members.tripod.com/~pazz/lesson.html> *Physical Education Lesson Plans*, submitted by physical education teachers from around the world, has a list of over 80 different ideas for classes of all sizes.

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=18&StandardID=1> *McRel* supplies a list of physical education standards and benchmarks for children K-12.

Arts education – Aspiring artists/dancers/actors in your program will appreciate the use of the arts as a way to teach skills and safety.

http://www.usdoj.gov/kidspage/getinvolved/6_7.htm *Art Works! Prevention Programs for Youth and Communities* is a book produced by the National Endowment for the Arts (NEA) and the Center for Substance Abuse Prevention (CSAP) of the U.S. Department of Health and Human Services. It describes exemplary programs that use the arts in substance abuse prevention strategies for children and teens. The book is free from the National Clearinghouse for Alcohol and Drug Information (NCADI) by calling 800-729-6686.

http://artsedge.kennedy-center.org/teaching_materials/weblinks/artsedge.html *ArtsEdge*, a cooperative agreement between the John F. Kennedy Center for the Performing Arts and the National Endowment for the Arts (with additional support from the U.S. Department of Education) offers links to curricula for design arts (architecture, computers and photography), language arts (journalism, literature, and poetry), performing arts (dance, film, music, and theatre), and visual arts (drawing, sculpture). Also includes physical and academic curricula.

Meals – Free or reduced price meals help to ensure the quality and nutritional value of the food served to the children of our community. Studies have shown that children who eat well-balanced meals do better in school and function better than those who do without meals.

<http://www.frac.org/> Food Research and Action Center (FRAC) is a leading national organization working to improve public policies to eradicate hunger and undernutrition in the United States. FRAC’s site offers information about federal nutrition programs for adults and children.

<http://www.fns.usda.gov/fns/> US Department of Agriculture offers information on their Food and Nutrition Service (FNS).

Building self-esteem – How you can you manage an ELO that allows children to learn and grow as students and as individuals? Check out the ideas below.

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<http://www.cyberparent.com/esteem/> *Cyberparent.com* describes ways to boost children's self esteem through praise, language, acceptance, and listening.

Crime prevention/safety – Including this type of curricula in your program may save a life, as well as promote a healthier lifestyle.

<http://www.dare.com/> D.A.R.E. – Drug Abuse Resistance Education - brings specially trained, uniformed police officers to children to provide factual information about drugs. This site includes an interactive section for children.

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How can we involve parents?

The connection between the children enrolled in your ELO and their family life can be made most effectively through parental involvement. Some ideas for getting parents on board:

- Begin a parent advisory group
- Invite parents to share their skills or speak about their careers with your ELO group
- Promote a parent volunteer program
- Hold regular family activities (like monthly dinners) at your site

For other ideas, see these links:

<http://www.ncpie.org/ncpieguidelines.html> *The National Coalition for Parent Involvement in Education (NCPiE)* offers guidelines for developing family/school partnerships that are easily adapted to meet the needs of ELOs.

<http://www.nea.org/helpfrom/connecting/tools/involve.html> National Education Association provides ideas for getting parents involved with your ELO.

http://www.ode.state.oh.us/fscp/parent_academy_info.htm *The Parent's Academy for Reading*, sponsored by the Ohio Department of Education, is a two-hour workshop designed for parents and family members whose children will soon be facing the Fourth Grade Proficiency Test.

<http://www.ode.state.oh.us/fscp/communicating.htm> *The Ohio Department of Education* offers local success stories of ways schools have communicated to parents and kept them involved.

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Where should we hold our program?

Location, location, location - where you hold your ELO will play a large part in its success. Here are some ideas for possible sites:

A local school - This is perhaps the easiest location from a transportation standpoint. Consult with local school authorities to see if this an option for your program.

A community center or local church – Check your yellow pages for centers and churches near you, or use the links below

<http://www.ymca.net/> YMCA

<http://www.ywca.org/> YWCA

<http://www.jcca.org/direc/directory/> Jewish Community Centers

<http://www.lutheranservices.org/socmin.htm#New%20York> Lutheran Social Services

<http://www.catholiccharitiesusa.org/states/> Locations of Catholic Social Services

<http://www.bgca.org/clubs/> Boys and Girls Clubs of America

<http://www2.acf.dhhs.gov/programs/hsb/grantees/search/index.htm> Head Start

<http://www.fourhcouncil.edu> National 4-H Council

Other searches could include city parks and recreation departments, Arab-American community centers, settlement houses, and Latino community centers

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How can we staff our program?

Quality staffing is crucial. As the “face” of your ELO your staff will set the tone for your program. Sources for finding staff are as follows:

<http://www.americorps.org/> *AmeriCorps*, America’s “domestic Peace Corps,” engages more than 40,000 Americans in intensive, results-driven service each year.

<http://www.ohiook-16service.org/occlinks.htm> *Ohio Campus Compact* is a membership organization of Ohio colleges and universities that supports the development of campus-wide student and institutional participation in community and public service.

http://www.ed.gov/pubs/After_School_Programs/Teacher_Programs.html *Office of Educational Research and Improvement* offers ideas for using after school programs as a training ground for new teachers.

http://www.niost.org/cross_cities_brief2.pdf National Institute on Out of School Time provides a document in *.pdf format that describes staffing examples from five programs across the US.

<http://www.seniorcorps.org/joining/fgp/oh.html> *Senior Grandparents Programs* in Ohio has a corps of men and women over 60 who devote their volunteer service to children with special or exceptional needs.

<http://www.seniorcorps.org/joining/rsvp/oh.html> *The Retired and Senior Volunteer Programs* (RSVPs) in Ohio match the personal interests and skills of older Americans with opportunities to help solve community problems. RSVP volunteers choose how and where they want to serve - from a few to over 40 hours a week.

Seniors for Schools focuses the resources and talents of older volunteers on helping children in need of extra literacy assistance to read independently by the end of the third grade. This demonstration initiative currently has offices in Columbus and Cleveland:

SENIORS FOR SCHOOLS CLEVELAND

Jennifer Spitzer
RSVP Greater Cleveland
4614 Prospect Avenue, Suite 250
Cleveland, OH 44103
phone: (216) 391-9500
email: rsvpgrclev@aol.com

SENIORS FOR SCHOOLS COLUMBUS

Kathleen Thompson
STARS, OH DOA
50 Broad Street, 9th Floor
Columbus, OH 43215
phone: (614) 466-4966
fax: (614) 466-5741

<http://www.jcpenney.net/company/afterschool/about.htm> *JCPenney Stores* has committed \$30 million to afterschool programs, and JCPenney associates are available to volunteer at local ELO programs.

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How can we publicize our program?

ELOs won't succeed if no one knows about you! Some ways to get the word out:

- Post information at local schools, libraries, and churches and have information about your ELO added to their newsletters
- Hold an informational meeting at a local church or school
- Offer to speak about your program at local community service agencies meetings (e.g., at Lions Clubs, Kiwanis, etc.)
- Contact your local newspaper and find out what reporter covers education in your community. Describe your program to the reporter, and ask him or her to write a story about your ELO. Invite the reporter to your ELO to see your work first-hand.
- Ask your funders for their ideas
- Contact local advertising or public relations agencies for in-kind assistance

http://www.afterschoolalliance.org/PSA_p1.cfm *The Afterschool Alliance*, in collaboration with the Ad Council and nationally known advertising agencies, offers their "What is a Hero?" series of print ads, radio ads, and TV ads for the use of local afterschool programs. It also includes helpful tips on how to place ads, what to say to the media,

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How can we measure the quality of our program?

How well is your ELO serving the children in your community? Answering this question will provide valuable information for staff, funders, community leaders, the media, and others who are interested in your progress.

Some ideas on determining the quality of your program are as follows:

- Ask children and parents involved in the program to answer questions about the services and programs provided by your ELO
- Contact a local university or research organization for help in evaluating your program
- Be sure to keep track internally of anything that happens that was unexpected and positive

<http://www.mcrel.org/products/school-improve/csrd-eval.asp> *McRel*, a nonprofit organization that improves education through applied research and development, offers a booklet, “Evaluating for Success: An Evaluation Guide for Districts and Schools.”

<http://www.lasbest.org/learn/eval.html> LA’s BEST, a leader in ELO development, provides the results of an outside evaluation conducted by UCLA.

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How can we fund our program?

Your ELO will need the support of federal, state, and private funders and partners to reach its full potential. Here is where to find the help you need.

Federal/state/local

<http://www.afterschool.gov/feddollar.html> *Afterschool.gov* provides a comprehensive database of available federal dollars for out of school programs.

<http://www.state.oh.us/odjfs/rfp/> *Ohio Department of Job and Family Services* Lists requests for proposals (RFPs) from ODJFS

<http://www.usdoj.gov/10grants/index.htm> *US Department of Justice* – offers grants for delinquency prevention initiatives and other youth oriented activities.

<http://www.unitedway.org/> will help you to find the location of your local United Way agency

http://www.ctaa.org/ct/resource/funding_resources.shtml *Community Transportation Magazine* offers ideas for funding transportation for children to and from your program site.

<http://www.ed.gov/Technology/edgrants.html> US Department of Education offers grants for technology equipment.

<http://www.ocjs.state.oh.us/Grants/Grant%20Info.htm#Byrne> *Ohio Office of Criminal Justice* funds programs that reduce crime and address juvenile delinquency

Technical assistance for funding help

http://www.financeproject.org/financing_afterschool_programs.htm *The Finance Project* offers an excellent overview of costs incurred by afterschool programs and ideas for funding sources and revenue streams from federal, state, and private sources (easily adaptable to other types of ELOs).

<http://www.afterschool.gov/feddollar6.html> *Afterschool.gov* offers tips on how to write grants for after school programs (easily adaptable to other types of ELOs).

<http://www.fdncenter.org/> The Foundation Center offers proposal writing seminars, a comprehensive online library of foundations, free online tutorials, and other aids for grant seekers. A branch of the center is located in downtown Cleveland.

http://www.afterschoolalliance.org/funding_tips.cfm *The Afterschool Alliance* offers fundraising tips, the definitions for grantwriting terms, and what to do if you are turned down.

<http://www.hosts.com/grant.htm> *HOSTS, Helping One Student to Succeed*, offers points to consider before beginning the grantwriting process

Large Corporations that focus on Children and Education

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<http://www.jcpenny.net/company/afterschool/about.htm> *JCPenny Stores*

<http://www.target.com/> Target Stores

Honda of America Foundation
24000 Honda Pkwy.
Marysville, OH 43040
Telephone: (937) 645-8785
Contact: Lourene Hoy - Admin. Coord.
E-mail: rene_hoy@ham.honda.com

Community Foundations

<http://www.akroncommunityfdn.org/> Akron Community Foundation

Ashland County Community Foundation
P.O. Box 733
Ashland, OH 44805
Telephone: (419) 281-4733
Contact: Lucille G. Ford - Pres.

<http://www.greatercincinnati.org/> *The Greater Cincinnati Foundation*

<http://www.clevelandfoundation.org/> *The Cleveland Foundation*

<http://www.columbusfoundation.org/> *The Columbus Foundation*

<http://www.cfglc.org/> *The Community Foundation of Greater Lorain County*

<http://www.mcfoundation.org/> *Middletown Community Foundation*

<http://www.sanduskyfoundation.org/> *The Sandusky/Erie County Foundation*

The Springfield Foundation
4 W. Main St., Ste. 425
Springfield, OH 45502-1323
Telephone: (937) 324-8773
Contact: Robin Atwood Pfeil - Exec. Dir.
Additional Info: FAX: (937) 324-1836

Greater Springfield Development Foundation
2525 N. Limestone St., No. 101
Springfield, OH 45503

Toledo Community Foundation Inc.
608 Madison Ave., Ste. 1540
Toledo, OH 43604-1151
Telephone: (419) 241-5049

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Contact: Pam Howell-Beach - Dir.

The Youngstown Foundation
P.O. Box 1162
Youngstown, OH 44501
Telephone: (330) 744-0320
Contact: G.M. Walsh - Exec. Dir.

Private foundations and other sources

<http://www.aecf.org/> Annie E. Casey Foundation
<http://www.connectforkids.org/> Benton Foundation's KidsCampaigns
<http://www.mott.org/> Charles Stewart Mott Foundation
<http://www.wallacefunds.org/> Wallace-Reader's Digest Fund
<http://www.emkf.org/> Ewing Marion Kauffman Foundation

<http://www.cisnet.org/network/network.html> *Communities in Schools* provides training and technical assistance; a national identity; national, regional, state and local partnerships; and rigorous standards for emerging efforts.

<http://www.ed.gov/21stccle/index.html> *Twenty-first Century Community Learning Centers*

<http://www.state.oh.us/ofcf/frame2.htm> *Ohio Family & Children First*

Local businesses

Consider approaching local businesses, universities, and the community affairs departments of local corporations for donations of:

- Goods and services
- Staffing assistance
- Project evaluation
- Fundraising assistance or grants

<http://www.nccic.org/ccpartnerships/toolkit/toolkit.htm> *The Employer Toolkit Template* provides ideas for involving businesses in child care initiatives.

Statistical information - making your case to funders

In some cases, funders need to know that a need for ELO programs exists. The studies below provide carefully researched proof.

<http://wwwFOUNDATIONS-inc.org/> *The RAND Studies* are independent evaluations of afterschool programs on the academic skills of children who participate.

<http://www.fightcrime.org/> *Fight Crime: Invest in Kids* sponsored the report "America's After-School Choice: The Prime Time for Juvenile Crime Or Youth Enrichment and Achievement," a report on the impact of afterschool programs on juvenile crime rates; synthesis of key findings from other national organization and government agency studies of afterschool impact.

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<http://www.census.gov/Press-Release/www/2000/cb00-181.html> The *US Census Bureau* released “Who's Minding the Kids? Child Care Arrangements: Fall 1995” to present data on child care arrangements and the number of latch-key children.

<http://newfederalism.urban.org/html/op41/occa41.html> The Urban Institute released “Child-Care Patterns for School-Age Children with Employed Mothers,” an investigation of the different types of child care arrangements, including unsupervised "self-care" that has school-age children home alone after school without supervision or structured activities.

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Success stories

Learn from the leaders in ELO. The following programs from across the United States have demonstrated what ELOs can achieve.

LA's BEST

In September 1988, the City of Los Angeles took a bold step outside of traditional city business to create an innovative after school program to address the alarming rise in street gangs, school dropouts and drug use in communities where children lacked adequate adult supervision. The program, called LA's BEST (Better Educated Students for Tomorrow), approaches inner-city children as resources to be developed rather than problems to be solved. From its original 10 sites, LA's BEST has grown to serve over 13,000 students in 76 elementary schools.

<http://www.ci.boston.ma.us/2to6/default.asp> *Boston's 2:00-to-6:00 After School Initiative*

In 1998, Boston Mayor Thomas M. Menino raised the City's commitment to after-school programming and created the Boston 2:00-to-6:00 After-School Initiative to help expand after-school programs in every neighborhood. Together with community, school, and government partners, the Initiative seeks to ensure that from the end of the school day until 6:00 p.m., Boston children have access to high-quality, affordable, safe, and engaging after-school opportunities that enhance their learning and overall development. As of September 2000, 66 schools - more than 50 percent of the City of Boston's elementary and middle schools - operated full-time after-school programs.

<HTTP://WWW.OHTF.ORG/YOUTHDEVELOPMENT.HTM> *Ohio Hunger Task Force*

Located at 56 centers in areas of Columbus, Ohio, with dense poverty, the Youth Development Program serves communities that are over 80% minority, with 96% of the households living at or below 185% of the poverty rate. This program relies heavily on uniting funding streams and strong collaborative partnerships to feed and provide health, social services, educational, and recreational enrichment activities to approximately 1,000 children daily, and an average of 2,500 children ages 6-18 per month.