

ESSER II Out-of-School Time (E2 OST) Subgrantees

Adams 12 Five Star Schools-The PEAK Learning Center

Adams 12 Five Star Schools prepares students for postsecondary workforce readiness and to obtain the skills, knowledge and expertise necessary to thrive in our evolving world. To engage and inspire all students to innovate, achieve and succeed in a safe and supportive environment by ensuring high-quality instruction in every classroom, every day is the mission of the District. With previous experience implementing successful 21st CCLC programs, Five Star Schools will be able to make this project another success. The program is built with the following purpose in mind 1) Provide opportunities for academic enrichment; 2) Offer students a broad array of additional services, programs, and activities, designed to reinforce and complement the regular academic program of participating students; 3) Offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. The program intends to serve over 3,600 students during the first three years of the grant by collaborating with community partners to provide project-based, social emotional, service learning, enrichment opportunities and academic supports in STEM, literacy and math for low performing students at six targeted elementary schools. Families will be engaged to foster the achievement of their students in myriad ways. The combined poverty level at these sites is 82% and over 43% of the student population are English Language Learners. Working in concert with each school's administrative staff and aligning the afterschool and summer curriculum with each school's Unified Improvement Plan, students will be gaining invaluable educational resources during out-of-school-time hours to improve achievement levels. Innovative practices in Adams 12 Five Star Schools are working as evidence by four consecutive years of performance accreditation. Professional Development from multidisciplinary experts will ensure CCLC staff are equipped with the knowledge and expertise to provide impactful services to the most vulnerable students in our district. Comprehensive evaluation efforts focus all stakeholders to continuously improve and hone their skills for the benefit of the children served. Continued supplemental afterschool supports strategically aligned to the school day and facilitated by loving and caring adults dedicated to creating safe spaces that foster an environment robust with respect, advocacy and community will meet the objectives and purpose of this grant and the students targeted for invitation and most in need.

Aurora Public Schools - Community Of Many Providing After School Success (COMPASS PROGRAM)

For the past 23 years, the Aurora Public Schools (APS) and the City of Aurora (COA) have developed an afterschool partnership model that aligns the curriculum frameworks and grade-level content from the school day with out-of-school-time academic and enrichment activities to complement students' classroom successes and enhance positive youth development. This model was branded the COMPASS Program and is recognized as an impactful resource to supplement students' academic achievements and school engagement. Through Cohort VIII resources from the 21st Century Community Learning Center (21st CCLC) grant, the COMPASS Program is currently being successfully implemented at two APS schools. APS will expand the COMPASS Program by implementing this academic, enrichment and social-emotional afterschool model at two of the identified Priority Schools: Vaughn Elementary School and Global Village Academy. These two new sites implement a Traditional model providing services during non-school hours after the regular school day. COMPASS aligns the programming and content with the

school day to provide students with supports to reinforce and practice the skills they need to succeed in the classroom. Research indicates that afterschool programs that are aligned with the school day curriculum support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom in new and exciting ways (Afterschool Alliance, 2011). Accordingly, COMPASS Program staff is committed to programming that complements and coordinates with—but does not replicate—the learning that occurs during the formal school day. COMPASS staff members work hand-in-hand with their fellow building teachers and staff to support students in the program and design content that will reinforce and extend school-day learning. COMPASS Program and school administrative leadership have made a deliberate decision to recruit coordinators and teachers from within each building to ensure that continuum of knowledge and rapport with students. Furthermore, each building has made a commitment to sharing formative and summative data between classroom teachers and COMPASS Program teachers. Together, both teachers be monitoring student progress and diagnosing academic gaps. COMPASS teachers will have the ability to re-teach skills in a more informal structure that can be more responsive to student interests and passions. Additionally, with a COMPASS Program designed observational tool, teachers and enrichment staff reflect on students’ social and emotional progress, as well as highlight enrichment areas that promote the student’s engagement.

Boys & Girls Clubs of Larimer County

In efforts to expand out-of-school services for youth, Boys & Girls Clubs of Larimer County (BGCLC) is currently being funded at five Community Learning Centers in Thompson School District (TSD) in Loveland, Colorado. Like many other school districts around the state, Thompson School District’s students have been significantly impacted by the COVID-19 pandemic. In particular, the most vulnerable and marginalized student populations have experienced significant losses in both learning and mental health support. Throughout this pandemic, BGCLC has stepped up to help young people in our community in variety of different ways. BGCLC operationalized emergency childcare for first responders and essential workers, operated remote learning centers so youth had a place to go when they could not go to school, and mobilized a fire evacuation location for youth displaced from the Cameron Peak Fire. BGCLC has an unwavering commitment to ensuring that vulnerable young people in Larimer County always have access to safe places, albeit in any extenuating circumstances. As our community's young people now begin to recover from the impacts of COVID-19, BGCLC in tandem with Community Learning Centers can play a pivotal role by giving youth the access and resources they need for future success. For over two decades, BGCLC has had a strong partnership with Thompson School District. In 2018, BGCLC was a recipient of the Cohort VIII 21st CCLC funding, allowing us to open two locations, Monroe and Truscott Elementary School Learning Centers within Thompson School District. It is through this partnership with the district that BGCLC has identified five more elementary schools in Loveland that are in desperate need of free and educational-based out-of-school programming: B.F. Kitchen Elementary, Lincoln Elementary, Sarah Milner Elementary, Winona Elementary, and Laurene Edmondson Elementary. These sites will be culturally inclusive, offer reading and math programming, incorporate robust enrichment activities in conjunction with community partners, and create more opportunities for family engagement. What makes BGCLC unique is that a major focus on promoting the social and emotional well-being of students, a much needed service that has been exacerbated by the COVID-19

pandemic. All of these critical components will aid in COVID-19 recovery and will lay the foundation for the most vulnerable students to build a great future.

Boys & Girls Clubs of Metro Denver - Learning Center at Johnson Elementary

As a Cohort VII 21st CCLC site, Boys & Girls Clubs of Metro Denver (BGCMD) was able to establish and develop a strong youth development program at this location, which serves a community that faces many systemic inequities that have led to ongoing negative academic outcomes and other detrimental disparities. With a strong foundation in place, we are set to launch a new era of programming at this site that will expand the impact we've seen in the last several years. After more than a year of pandemic circumstances, kids everywhere are excited and anxious to get back together. The damage has been hard to quantify, but we know that youth, and disproportionately youth of color and from low-income homes, have experienced academic and social-emotional backslides. These are the populations that attend Johnson Elementary, and data from our recent needs assessment show that, in many ways, the Johnson community is going to take much longer to spring back from the pandemic than others. With CDE's support, we have been able to help youth and families navigate this treacherous time, and are now on a path to steward families back together as safety regulations slacken. At Johnson, there are high needs for academic, enrichment, and family supports. As an organization with deep roots in the community and with high-quality programs that address these needs and more, we are determined to maintain our presence at Johnson. We intend to expand and improve our services to more robustly address the needs of Johnson students and families, and have additional partnerships in place to enhance programming and provide funding.

Colorado Springs School District 11 - Roosevelt Charter Academy

Roosevelt Charter Academy is a large Title I elementary school serving a K-5 student population of about 650 students per year that consists of approximately 60% ELL. The diversity present in our classes requires teachers to provide extensive differentiation to meet their needs. Although we make great gains with our in-school differentiation and support programs, our students are in need of full year after school tutoring program and to provide small group instruction in reading, as well as mathematics with a summer program to bridge their learning and work towards our goals in the area of student achievement. Grant funding is utilized to provide for afterschool tutoring for students at each grade level four nights per week for the duration of the school year and a six-week summer school program that will provide carry over of skills and readiness for the next grade level.

Academy of Arts & Knowledge - CSI

The Academy of Arts & Knowledge (AAK) is a K-5 charter school located in Fort Collins. The school opened in 2006 and currently serves 185 students that reside in Fort Collins, and surrounding areas. Our mission is to provide a robust arts program that complements core academics, fosters critical thinking skills, and creates confident, creative individuals with the freedom to reach their full potential, all within a supportive school community. Prior to the pandemic, AAK recognized a need in its community for safe

and affordable programming for its students outside of school hours. In response, in the fall of 2019, the school offered free before-school and afterschool programming to all families. The new program was a great success in terms of attendance, academic growth, and the well-being of our students and their families. Due to the substantial impact that the pandemic has had on the families in our community, especially for families with lower incomes and those of single-parent households, AAK has expanded its current programming for families, and extend the normal school year by offering out-of-school programming for students beyond the 1,240 hours of academic programming offered during the traditional school year. All AAK students have the opportunity to receive an additional 1,418 hours of program hours before and after school, as well as on all out-of-school weekdays, at no cost to the family through AAK's Community Learning Center. AAK uses the same educational settings as the school day for our out-of-school day program to provide students with consistent access to high-quality academic and enrichment activities. Through a variety of professional development opportunities, collaboration with other public and private agencies, the City of Fort Collins, as well as family input, the AAK Community Learning Center allows students a variety of enrichment opportunities that support student growth, academic achievement, and social development.

Heart & Hand Center

Heart & Hand Center (H&H) supports out-of-school programming at Bruce Randolph Middle School (Bruce MS) in Denver, Colorado. H&H began running afterschool programs at Bruce MS in 2018 and will use funding to expand and deepen programming starting in Fall 2021. Leveraging H&H's existing strong relationships with school leadership, faculty and staff, community partners, and students and families at Bruce MS, 21st CCLC funding will amplify the success and impact of H&H's out-of-school time programs. Bruce MS reports 91% of 2020–21 students receive free and reduced lunch (FRL) compared to 67% of the total Denver Public Schools (DPS) student population. This data suggests many students at Bruce MS are from households with low incomes and thus face increased barriers to success compared to their more affluent peers. Bruce MS acknowledges these challenges while also holding their students to high expectations. Therefore, though Bruce MS is listed as DPS Accredited on Watch, the school aims to achieve significant improvement in multiple areas. H&H programming at Bruce MS is intentionally designed to support the school day by aligning with instructional and behavioral expectations and targeting the needs identified in the school's Unified Improvement Plan (UIP). H&H will also provide wraparound services for families to improve students' engagement and well-being. H&H was founded in Northeast Denver in 2010 to serve low-income students and students of color through high-quality, out-of-school programming. What makes H&H unique are the meaningful, enduring relationships developed with children and their families. H&H seeks to improve academic outcomes for Bruce MS students by utilizing evidence-based instructional methods and curricular resources. H&H also aims to close the opportunity gap for students by providing access to a variety of activities and programs aligned with H&H's whole-child approach that incorporates academic enrichment, social-emotional learning, health and wellness, creative expression, and family support. At Bruce MS, H&H will continue its work of meaningfully engaging and supporting families by providing workshops and educational opportunities. The purpose of engagement is to get a true sense of a family's well-being and identify resources that match their individual needs, so that they can better support their children. Further, the organization will utilize established partnerships with the school and public, private, and nonprofit organizations to provide comprehensive services that empower students and their families to realize their potential.

Jefferson Consortium Project (JCP)

Jefferson Consortium Project (JCP) (Jefferson Jr.Sr. High School/Lumberg Elementary/Stevens Elementary). The JCP is designed to continue current programming from Cohort VII 21st CCLC funding to supplement student academic engagement through enrichment programs and provide the community and families with much-needed services that will increase two-generational participation. Our programming is guided by principals founded in student and family academic success in conjunction with each individual school's leadership teams, integrated with the most current UIP, and with evidence-based programming for all K-12 students and their families. The dire need for out of school time programming at each of these locations are based on consistently low performing results on standardized testing, communities with significantly high free and reduced lunch rates and past performance results connected to participants in OST activities. Our data from Cohort VII has demonstrated that students that participate in 30 days or more of OST programming increased test scores, increased attendance rates and overall enjoyed their experience at school more than students who did not participate. It is more important than ever to continue these programs with the support of grant funding, by not allowing any gaps in time to provide these communities with the supports they truly need. The JCP in Cohort VII had successfully designed evidence-based programming with a model that is guided by collaboration with all stakeholders. We have maintained strong partnerships over the last 6 years even during remote programming. Partnerships have led to sustainable programming that continues to this day by utilizing volunteers, interns and partners that offer discounted programming. Sustainable programming is imperative for a successful OST grant and our team regularly seeks partners to minimize costs as well as provide programming that is completely free of any cost. In order to reduce the achievement gap, this request for funding will increase attendance rates, increase test score through targeted academic supports that are directly aligned with each school day needs, and provide a wide array of services that will support a holistic approach to each student and their families' needs. For so many of our students and their families many of them do not know a life without OST programming. Our programs are designed through best practices and past experiences across the district to meet all students' needs through academics, health and wellness, social and emotional wellness, multi-generational programming, service learning, next generational skills and postsecondary readiness.

Onward! A Legacy Foundation - Montezuma-Cortez Middle School (MCMS)

The 21st CCLC program at Montezuma-Cortez Middle School supports students in grades 6-8 as they navigate the transition to middle school and then onto high school. The programming includes core academic support in the form of tutoring and summer school. Enrichment opportunities include clubs such as science, music, sewing, and Sources of Strength. Morning Physical Activity provides students whose parents need to drop them off early an opportunity for positive peer interaction as well as exercise. In a rural, high poverty area such as Montezuma County, many times parents or guardians work multiple jobs making it hard to be an active part of their children's lives. It is imperative to have high-quality before-school and afterschool programs that encourage academic success as well as build interests outside of academics. This 21st CCLC programming supports the youth at MCMS in a manner that they do not currently have available.

Onward! A Legacy Foundation - Mancos Schools

The 21st CCLC Mancos School District Program enhances and expands upon Mancos' vision of "Portrait of a Graduate" and "Student Centered Learning". The Portrait of a Graduate competencies and skills are focused on character growth so that youth will experience success in post-secondary life. Student Centered Learning encourages and allows students to become active participants in their learning through planning, evaluation, and assessment of their own school career. This vision is carried into all outside of school time activities. This program supports students in grades kindergarten through 12th in activities such as tutoring, Spanish and Native American clubs, physical activity clubs, and parent engagement nights. The Mancos School District strives to provide non-traditional educational opportunities and continues this in 21st CCLC programming. RE-6 and SCYC partners with Medicine Horse Center to provide social emotional learning opportunities. San Juan Mountain Association provides outdoor education programming on Fridays to provide an activity for children and youth while school is not in session (Mancos runs on a four- day school week). Additionally, summer camps are provided for youth to attend during the summer. These activities support outside of the classroom learning and provides opportunities for children and youth to discover their interests and passions.

Pagosa Arts Initiative

The Center for Creativity implemented by Pagosa Arts Initiatives will provide an after-school program, job training, internship creation, community-based arts programs/projects, family art programs, and public art projects. Through the implementation of these programs for students K-12, students will be provided with academic support through project-based learning, opportunities to build professional skills, develop creative thinking skills, interact with the community in multiple ways and create a lasting mark on the community through public art. Students in the community will be provided with a safe afterschool space that will enhance their social and emotional learning, their academic learning and will help them to learn how to be active community participants through service learning.

Riverside Educational Center

Riverside Educational Center (REC) has been providing structured after-school academic support services in Mesa County, Colorado since 2006. In consortium with Mesa County Valley School District 51, we currently are funded for an after-school programming site at Grand Mesa Middle School. With additional proposed expansion at the elementary school level, a middle school site at Grand Mesa brings REC's total reach to over 800 students. REC has a very successful track record working in similar middle schools to help students achieve academic success and take the steps necessary to realize their dreams. After-school programming includes a meal-sized snack, personalized small group and individual tutoring, and enrichment activities. In some instances, REC calls upon our many community partners to help structure and provide unique enrichment opportunities that enhance students' connection to our larger community and the outdoors. Summer programming is an important aspect of REC that ensures consistency, supports social-emotional well-being, and builds students' cultural capital. The summer schedule varies depending upon SD51's summer school funding, structure, and state mandates. The

Consortium partners with each individual school to coordinate and provide activities and programs that best meet the needs of students. Caretaker engagement is a vital component of all REC programming and activities. Ongoing conversations between caretakers and REC Site Managers provide real-time feedback about programming and each student's areas for growth. These conversations also provide REC with valuable information with which to continuously improve. As part of a Whole Family and 2Gen approach, caretaker engagement builds strong relationships and facilitates the ability of REC and school staff to respond to arising issues and provide referrals to needed wraparound services. Caretaker and family social events strengthen these bonds and are also a fun and healthy way for REC to celebrate and connect with our families. A significant benefit of the SD51 and REC Consortium is coordination with each school's UIP and increased communication between REC Site Managers and classroom teachers to ensure seamless academic consistency and cultural messaging. Coordination between each school's Family Resource Coordinator and Site Manager is critical to meeting the social-emotional needs of students as well as to consistently address the challenges facing individual students and their families.

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Riverside Educational Center (REC) has been providing structured after-school academic support services in Mesa County, Colorado since 2006. In consortium with Mesa County Valley School District 51, we have received funds for six after-school Elementary School programming sites: Chipeta, Fruitvale, Clifton, Chatfield, Pear Park, and Nisley. This expansion will allow REC to serve an additional 390 students annually, bringing our total reach to over 800 students. All schools being served are Title I schools. REC has a very successful track record working in similar schools to help students achieve academic success and take the steps necessary to realize their dreams. After-school programming includes a meal-sized snack, personalized small group and individual tutoring, and fun, enjoyable educational enrichment activities. In some instances, REC calls upon our many community partners to help provide unique enrichment opportunities that enhance students' connection to our larger community and the outdoors. Summer programming is an important aspect of REC that ensures consistency, supports social-emotional well-being, and builds students' cultural capital. The Consortium partners with each individual school to coordinate and provide activities and programs that best meet the needs of students. As part of a Whole Family and 2Gen approach, caretaker engagement builds strong relationships and facilitates the ability of REC and school staff to respond to arising issues and provide referrals to needed wraparound services. Caretaker and family social events strengthen these bonds and are also a fun, healthy way for REC to celebrate and connect with our families. A significant benefit of the SD51 and REC Consortium is coordination with each school's UIP and increased communication between REC Site Managers and classroom teachers to ensure academic consistency. Additional coordination between each school's Family Resource Coordinator and Site Manager is critical to meeting the social-emotional needs of students as well as to consistently address the challenges facing individual students and their families.

Sims-Fayola Foundation

Sims-Fayola Foundation (SFF) serves young men of color at Adams City High School (ACHS). One of two of Adams District 14 high schools, ACHS serves a historically marginalized population and has been

designated a Priority Improvement Plan school by the Colorado Department of Education (CDE) for more than a decade. ACHS's need for supplemental academic support and character enrichment led to conversations between CHS and SFF that culminated in the creation of the SFF ACHS Support Program. Operating during the afterschool academic block during both the school year and summer, SFF's traditional, out-of-school time program will consist of four cohorts of 20 young men of color led by SFF Academic and Empowerment Coaches. Using STAR Early Literacy and Math Assessment scores, SFF will have created three cohorts comprised of 20 young men each from grades 9-11 with the lowest test scores in each grade. The fourth cohort is reserved for Gifted and Talented students in need of additional resources and support to thrive. Participants receive small-group academic support and individual tutoring, filling ACHS's current gap in resources and capacity. In addition, SFF provides social-emotional learning opportunities, character development, access to mental health resources, and financial literacy lessons. To meet the needs of ACHS families, SFF will also provide caregiver engagement workshops for participants' families focused on supporting them in becoming better advocates for their young men. Through the SFF ACHS Support Program, SFF will offer families the opportunity to actively engage in their student's education while enhancing students' academic performance and capacity to make good decisions and transform their lives.

Young Men's Christian Association of Boulder Valley

The YMCA of Northern Colorado offers 21st CCLC programming for K-5 students from Pioneer Ridge Elementary School (Weld RE-5J school district). During 21st CCLC programming time we implement an academic curriculum, MindWorks, which is a STEM curriculum specifically designed for afterschool programming that complement in-classroom learning. We also implement the Heroic Journey curriculum, a social-emotional learning curriculum adapted specifically for YMCA out-of-school-time programs that relates social-emotional learning to pop culture to make learning fun and easy to understand for youth. In addition to these two programs we provide plenty of time for physical activity, free play, arts and crafts, homework help, playground time, swim, and more. The YMCA is a pillar of community and we staff our program with licensed childcare staff who are trustable adults. We engage families in our program by providing families with weekly emails regarding the curriculum units we are working on that week and provide activity ideas and "conversation starters" that families can use at home with their children to further engage them in what they are learning in our program. We also offer seven distinct Family Engagement Sessions throughout each program year.

YMCA of Metro Denver

Over 165 years in existence, the YMCA is collectively the largest nonprofit community service organization in the United States. At the YMCA, strengthening community is the cause. Every day, the YMCA works side by side with our neighbors to ensure that everyone, regardless of age, income or background, has the opportunity to learn, grow, and thrive. As one of the nation's leading nonprofits, the Y is strategically committed to strengthening communities in the areas of youth development, healthy living and social responsibility. The Denver YMCA offers seven health and wellness facilities, five program centers, 50+ school age and summer day camp sites, and three early childhood education childcare sites across the metro Denver area. In the 2019-2020 school year, the YMCA served 1,500

school-age youth at 50 site locations (kindergarten through eighth grade) across the entire metro Denver area, and 2,700 youth in summer day camp programs. This included partnerships with six school districts: Littleton, Jefferson County, Cherry Creek, Mapleton, Denver, and Aurora districts. In March 2020, in light of the COVID-19 pandemic, the Denver Y shifted operations to support families and youth, particularly those from vulnerable populations and children of first responders and frontline workers. In this area, the Denver YMCA served as a leading member of the Colorado Emergency Child Care Collaborative during the early months of the pandemic. As such, Denver YMCA child care sites were deemed essential services and permitted to remain open, and the Y was permitted to open an additional five sites to support school-age children no longer able to attend school in person. As the stay-at-home orders lifted and parents began to return to work with no support from school districts and many former child care sites, the Y recognized that this was one of the greatest needs facing communities. The Denver Y was able to provide summer day camp for children ages 5-14, transforming many of the YMCA wellness spaces into child care spaces, allowing the organization to serve as many kids as possible, in safe and socially-distanced settings. This area of our child care program continued to grow in scope and need as businesses reopened without the support of school districts and traditional childcare providers. And, as summer turned to fall, and many districts shifted to full remote learning, the Denver Y shifted yet again and extended summer camp to serve school age children and assist with remote learning. During the last six months the Denver Y has worked to address parent needs, including providing extended hours for working families, two warm meals a day, a boxed dinner to take home and multiple snacks, in addition to any technology needs children may have, including access to WiFi, tablets, headphones, etc. The Y significantly increased safety precautions in all child care sites to account for smaller number of staff and children ratios in any given space, increased cleanings, hand-washing stations and weekly fogging. The Denver Y has not missed one day of out-of-school service since the onset of this pandemic, and staff remain committed to doing what they do best, providing children with social, emotional and academic support in safe and nurturing spaces in whatever capacity or scope that may be. The Denver Y supports five sites, two in Denver Public Schools (Swansea Elementary and Montclair School of Academics and Enrichment), and three in Cherry Creek Schools (Eastridge Community Elementary School, Highline Community Elementary School, and Village East Elementary School). Programming at these sites incorporate a robust combination of academic, health and social-emotional development into afterschool and summer curriculum. As a result, the YMCA focuses on program models that prioritize the whole child, with rich elements that prepare the child for success in all areas of future development. The Y's partnership with the three Cherry Creek Schools is new this year, and the Y is committed to replicating this successful and evidence-based program model at these sites, in partnership with the schools and the district for years to come. The goal of this proposal is to support the Y's work in providing high-quality OST care that incorporates a robust combination of academic, health, and social-emotional development into afterschool and summer curriculum. As a result, programs will focus on program models that prioritize the whole child, with rich elements that prepare the child for success in all areas of future development. Students attending the proposed five sites face a number of academic and community challenges that place them at an extraordinary risk for negative outcomes, more so than even their peers of equal representation. Each school serves a diverse population. Combined, these five schools have more than 85% of students eligible for free-and-reduced lunch; more than 75% of students identifying as non-white or of a minority background; and more than 40% of combined student populations enrolled as an English Language Learner. Given the challenges these communities have faced during the COVID-19 pandemic, the Denver Y anticipates an increase in

FRL-eligible students as all five sites in the coming year. This indicator, coupled with the academic and community indicators facing each school community, puts these youth at tremendous risk for academic failure, school drop-out and long-term negative outcomes. Through extensive partnerships, evidence-based programs and protocols, resources will be leveraged and services maximized to ensure the best possible outcomes for students in the Denver Y's OST programming at each school. As such, each partner has come together to design a program model that takes into account community feedback and the individual experience. Finally, the Denver Y will also utilize both historical expertise in best engaging and serving underserved families, as well as best practices to ensure that student and family needs are effectively met and that ultimately students receive critical academic support needed to succeed.