

5.1 Project Abstract: Typically, afterschool programs provide services in traditional settings for elementary and middle school youth. Based on identified needs, Youth Detention 2 Youth Development (YD2YD) will focus on the most underserved afterschool program populations in this state: High school youth and youth in residential treatment. The program will target youth ages 13-19, in grades 6-12, attending school in four secure juvenile residential treatment facilities. YD2YD has identified four primary areas of focus based on this population's needs: 1) community isolation and lack of services, 2) high number of at-risk families, 3) persistent poor academic performance, and 4) participation in anti-social behaviors. Students will improve their academic achievement and pro-social behaviors, demonstrate increased knowledge of technology, improve physical well-being, increase parental engagement in education, and improve educational transition outcomes; all while reducing re-entry into the juvenile justice system.

5.2 Needs Assessment (7 points)

To accurately identify and effectively meet the diverse needs of the youth to be served, their families, the County School Districts, partners and stakeholders; a thorough data collection and analysis process was established. Prior to program development, The Boys and Girls Club of Tabula Rasa (BGCTR) conducted a Needs Assessment to collect, review and analyze data, identify the District's priority schools in need of support, engage appropriate stakeholders to solicit input, review and prioritize needs.

The 4 target schools for this project are located in Liberty, Jackson, and Madison Counties at Twin Oaks Schools, serving youth in residential commitment facilities. Our target population is highly at-risk youth, committed from around the state. Youth involved in the juvenile justice system often face significant barriers to academic achievement. Detained or committed youth are displaced from their normal school environment and face difficulties reentering school after they exit the system. Additionally, many children within the juvenile justice system have educational

disabilities that are either ignored or go unnoticed, placing them at greater risk for academic failure than their peers. Nearly half of all students who enter residential juvenile justice facilities have an academic achievement level that is below the grade equivalent for their age. Youth in the juvenile justice system are identified as eligible for special education services at three to seven times the rate of youth outside the system (Leone and Weinberg, 2010). The table below clearly demonstrates that the youth in our target schools struggle academically.

	AFYC	DOVE	JUST/TOVAII	RAMC
On Grade Level	0%	3%	0%	7%
1 year Below Grade Level	50%	42%	43%	56%
2 years Below Grade Level	25%	36%	57%	22%
+3 years Below Grade Level	25%	19%	0%	15%

Youth with emotional disturbance are by far the most highly represented students with disabilities in juvenile justice, comprising over 47.4% of students in secure care, compared to only about eight percent within public schools. (Gagnon, 2010). 88% of the students at the RAMC site are ESE; 17% of whom have a specific learning disability, 36% have an emotional/behavioral disability, and 42% have an intellectual disability. At the JUST site, 25% have a specific learning disability and 63% have an emotional or behavioral disability. Nearly half of all students served are at least one year below grade level. “Unfortunately, youth in the juvenile justice system face many barriers to completing their education while they are held in facilities (and once they are released), which may be why the majority of youth – 66 percent – do not return to school after release from secure custody” (Federal Interagency Reentry Council, 2012). Poor academic performance is well demonstrated with 86% of the juvenile justice students scoring below Level 3 in reading, the minimum score to be considered performing on grade level. Students entering juvenile justice programs had similar academic deficiencies in mathematics. Overall, 81% of students entering juvenile justice programs scored below Level 3 in FCAT mathematics.

(OPPAGA, 2010). In addition, students entering juvenile justice facilities were more likely to have had school attendance problems. Data maintained by the Department of Education shows that students entering juvenile justice programs in 2008 were absent for 16% of the prior school year, compared to 4% for their peers. These findings are consistent with national research that links poor academic performance and attendance with juvenile delinquency.

A review of existing services for youth in commitment programs clearly demonstrates the explicit need for afterschool programming, yet this remains an under-funded initiative. Without 21st CCLC funding, there will be no afterschool services available at any target site, nor are the targeted students eligible for afterschool services available in the targets schools' respective counties.

Throughout the needs assessment process, the BGCTR invited project stakeholders, existing service providers, and private schools to educate the community about the special needs of our population and to comprehensively identify current needs and existing gaps in educational service provision. Productive meetings with the Title I Coordinators, Principals, and Superintendents of Jackson, Liberty, and Madison County Schools provided opportunities to review the School Improvement Plans, and identify the District's top priorities. Strategies by the U.S. Departments of Education and Justice to provide high-quality education in juvenile justice secure care settings were found to be consistent and aligned with both schools' and districts' needs: a safe, healthy climate that prioritizes education; necessary funding to support educational opportunities for all youth in long-term secure care facilities; recruitment, employment, and retention of qualified education staff with the necessary skill set for teaching in juvenile justice settings; rigorous and relevant curricula aligned with state academic and career and technical education standards that promote college and career readiness; and formal processes and procedures to ensure successful navigation across child-serving systems and smooth re-entry into communities. (U.S. Departments of Education and Justice, 2014.)

The Principals of each school were invited to attend the first planning meeting held in July 2015. This collaboration yielded positive results, including strong administrative support for the program, as evidenced letters from target school Principals (Attachments). In our endeavors to bridge existing gaps in community services, BGCTR reached out to local government officials as well. Both US Congressman Bill Nelson and Florida House Representative Halsey Bashears provided input on our project and provided letters of support (Attachments).

As a direct outcome of this process, the four schools were selected. School officials and program stakeholders were invited to continue planning, review School Improvement Plans, and identify goals and gaps in existing services, community partners, curriculum, and personal enrichment activities. Based on a comprehensive analysis, the following needs were identified across the four schools: (1) Academic Failure; and (2) Lack of Commitment to School.

5.3 Program Evaluation (15 points)

5.3.a. Evaluation Plan: Evaluation is a critical component of the proposed project. BGCTR values the opportunity to learn from an objective perspective and is committed to making mid-course corrections where data show that the program is not performing optimally for students or for their families. BGCTR intends to contract with Ethica, LLC, for evaluation services. Ethica, LLC is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research. Ethica's senior partners, Dr. Cheryl Sattler and Dr. John Lockwood, have over 50 combined years of experience providing independent, actionable evaluations and data collection support to school districts, non-profit organizations, and education companies, including several current 21CCLC grantees. Ethica is particularly well-known for its useable information. While meeting all reporting guidelines necessary for state and federal agencies, Ethica strives to provide the kind of practical information that assists program directors in refining their programs and increasing student success. Neither Ethica nor Drs. Sattler or Lockwood have any relationship to the BGCTR.

Evaluation Activities: In order to provide a comprehensive overview both of the programmatic activities (typically measured qualitatively) and the academic benchmarks that are a core component of 21CCLC (typically measured quantitatively), the evaluation will utilize a mixed-method approach. Data collection begins with the needs assessment, measuring the extent to which those needs are met through appropriate project objectives, and ensuring that appropriate data are collected to enable thorough analysis. Based on extensive research on afterschool programs, the following variables will be included in the evaluation: characteristics and demographics of program sites; program operations; demographics of participants; program structure and activities; program attendance; academic achievement in English/Language Arts, Math, and Science; non-cognitive outcomes such as resiliency; school attendance; family activities; and family engagement. All of these require collecting data – but the hallmark of a well-designed evaluation is that it provides information at the points where decisions need to be made, without interfering with the program itself or taking time away from students. Therefore, Ethica LLC will conduct its evaluation work in a non-intrusive manner, utilizing site visits (to observe programs in operation), personal surveys and interviews with program staff (outside of program time), and parent surveys (if feasible) as well as family focus groups in addition to analyzing the quantitative data that will be collected from the District. Three key points in time are most relevant for a program to receive evaluation recommendations: (1) when a new program is starting up, to refine measures and objectives and to ensure that the needs identified in the needs assessment are clearly linked with program activities; (2) at mid-year, when mid-term academic data are available, so that programs can make mid-course corrections; and (3) at the end of each year, when the program can be shaped for the upcoming year. The proposed evaluation will provide recommendations at these three key points, as well as through regular, ongoing communication with program staff. Formative evaluation (January) will provide an initial look at the program's implementation, comparing the plan with what's actually taking place; and (2) summative

evaluation (August) will provide reporting of student progress as defined by the grant objectives. The evaluation will focus on both formal (e.g., surveys and observations) and informal (e.g., meetings) techniques to guide incremental changes in the program, adopt or adapt ways to measure and improve outcomes, and discontinue or modify activities that show limited value. The external evaluator will be responsible for the design of all evaluation instruments and for the analysis of all data, including constructing or identifying developmentally appropriate surveys and assessments; conducting on-site observations of the program; and writing formative and summative reports. Quantitative data such as test scores and close-ended survey responses will be analyzed with descriptive statistics, while qualitative data will be analyzed thematically.

Involvement of Stakeholders: The 21CCLC program involves many stakeholders. Key among them are: classroom teachers, participants, family members, and 21CCLC staff. Each of these stakeholders has a key role to play in the evaluation, and each group will be included in data collection. Surveys will be brief and electronic to avoid burdening the respondents. All data collection will be conducted in adherence with the requirements of the Family Education Rights and Privacy Act (FERPA); the Children's Online Privacy Protection Act (COPPA); and district protocols. No identifiable student information will be released. The BGCTR already has a written agreement with the District to provide assessment data including student grades. Key data collection milestones include surveys, site visits, document reviews, staff interviews, and academic data at pre-determined points throughout the school year.

Incorporating Evaluation Results. Evaluation is focused on outcomes, captured in one key question: is the program achieving the desired result? Its main purpose is to determine whether the program is meeting its goals – and if not, what factors could be hindering student progress. Examining the data is only part of the work of evaluation. If a program is not meeting its goals, simply knowing this is not enough. By examining the data in context (by capturing the thoughts and ideas of all stakeholders), the evaluation can produce the kind of information that allows

program directors to reshape programs where necessary. The evaluator will work closely with program staff to develop solutions to problems and to guide their implementation. This will occur both formally – after the delivery of mid- and end-of-year recommendations; and informally, during site visits and ongoing communication with the program staff. Quarterly meetings will be held with program staff (in person where possible, using technology where not). Useful evaluation goes beyond simply measuring a program’s progress against a pre-defined set of objectives, by addressing key issues that must be understood in order to make a program better. For example, if students are not meeting an English/Language Arts objective, multiple factors should be examined so that the program not only makes changes – but makes *the right changes* to achieve the desired outcomes. Therefore, the overarching goal of this evaluation is to provide ongoing, in-depth analysis that engages program staff in an ongoing process of improvement. Such a process benefits staff as well as the students and families who participate.

Informing the Community: It is essential to report back to the stakeholders who provided data and who are interested in the program’s outcomes. To facilitate this process, the evaluator will prepare a brief, family friendly evaluation summary appropriate for distribution to family members, classroom teachers, partners, and other community members. This evaluation summary will be distributed via youth to their parents, provided at quarterly family night activities, and is made available on the project website. The full evaluation will be provided to the District and reviewed with program staff, and stakeholders at 21CCLC advisory meetings.

5.4 Experience and Capacity (10 points)

The Boys & Girls Club of Tabula Rasa is a unique program formed in 2006 through the innovative partnership of Twin Oaks Juvenile Development, Inc. and the Boys & Girls Clubs of America. This highly effective arrangement resulted in successful provision of Boys & Girls Club programming to youth in all Twin Oaks residential facilities and, in 2009, these services were expanded to the Madison County community. The Twin Oaks BGCTR was born from the belief that formal

partnership between two entities with a shared goal of helping children and their families would greatly strengthen the community. Through this collaboration, resources were efficiently shared, barriers to services were minimized, and a robust pool of staff skills, knowledge, and experiences was greatly enhanced. An organizational chart clearly describing the 21st CCLC project within the context of our agency is attached for review. (Attachments)

Program Administration and Fiscal Management: Twin Oaks Tabula Rasa currently serves over 1,000 students each year with an average daily attendance of 325 youth at 4 school sites and 4 residential juvenile facilities. Annually, Twin Oaks and Tabula Rasa manages an annual budget of over \$23 million in state and federal dollars. Awards have been received from the Florida Department of Juvenile Justice, Office of Juvenile Justice and Federal Programs, Department of Children and Families, the Florida Alliance of Boys & Girls Clubs, and the Florida Department of Education. BGCTR will provide oversight to the 21st CCLC programs by managing student activities, instructional strategies, program leadership, character education instruction, and prevention activities. As the parent organization of BGCTR, Twin Oaks Juvenile Development will serve as the fiscal agent, offering centralized business services to track grant funds, ensuring project funds are expended appropriately, and that timely financial reports are submitted.

With a Master's Degree in Public Administration and over 25 years of youth development experience, BGCTR Chief Executive Officer Kevin L. Kidd will provide administrative oversight for this project. Over the past 10 years Mr. Kidd has secured \$10 million in federal funding and successfully managed 21st CCLC grants in Taylor, Suwanee, Madison, and Liberty Counties.

Travis Anderson will serve as the Project Director for 21st CCLC. Mr. Anderson has a Master's Degree in Communication and valuable direct experience, including management of the Liberty County 21st CCLC Program and implementing the Florida Alliance of Boys & Girls Clubs SMART Move Initiative for Liberty County School District.

The established leadership's knowledge of federal programs, and familiarity with 21st CCLC enable a timely startup and implementation of project programs and activities. An excellent working relationship with the targeted sites further enables this program to be managed effectively; site coordinators hired for the project were chosen by the principals at each target school and the BGCTR. Job descriptions are available upon request.

Program Implementation: In addition to our annual financial audits and 3 consecutive CARF Quality Accreditations through Twin Oaks Juvenile Development, Inc., BGCTR is monitored annually by each of our funding sources, including: The Florida Alliance of Boys & Girls Clubs, Boys & Girls Clubs of America, the Department of Health and the Florida Department of Education. Through partnership with Twin Oaks, our program has greatly benefitted from an accredited quality management and established data collection, intervention, and corrective action monitoring system. Each month, the program participates in an agency-wide system, TRENDSTAT, that ensures that all data specific to program functioning is captured, reviewed, analyzed, and monitored. Identified problems and trends are corrected and reviewed for effectiveness. Areas of monthly evaluation include: program goals and objectives attainment data; fidelity of evidenced based programming; required reporting; compliance with state and federal regulations; compliance with NSLP Afterschool Snack Program; staffing plan compliance; and progress of any issues identified previously for corrective action. For the past two years of program operation, this process has served to identify and correct issues before they become serious problems. Corrective actions implemented and completed during this time period were related to minor systems issues.

Program Evaluation: Over the past 7 years of program operations, the Ounce of Prevention Fund of Florida (OPF) has served as the program's external evaluator, providing monitoring, technical assistance, and annual evaluation. OPF utilized a logic model based evaluation system, supported by a secured, online data system to create formative and summative evaluations;

including strengths and weaknesses of the program. Over the last 2 years, our programs have been found to be largely in compliance with relatively minor issues to be corrected, specifically: the need for improved data input systems related to the database, and the need to increase student participation in proposed family involvement activities. BGCTR worked with Ounce of Prevention Fund of Florida to develop and implement corrective actions to insure that identified issues were successfully addressed. Corrective Actions were also reviewed and monitored through our internal TRENDSTAT Process as detailed above.

5.5 Partnerships, Collaboration & Sustainability (8 points)

5.5.a. Community Notice: BGCTR advised the community to be served of our intent to apply for this funding in June 2015 through January 2016, using the following methods: Presentation at Twin Oaks board meetings, meetings with residential facility staff, public notice posted on the organization's Facebook page. Targeted stakeholders included the school districts, schools, residential facilities, and community. Private schools were not included in communication as during the needs assessment process, we found none located near the targeted schools. Upon award of the grant, BGCTR will post a copy of the proposal on our website at www.bgctr.org. This site will also house a separate webpage for the 21st Century program that will post program calendars, site schedules, staff contact information, and information about programs and activities taking place at each site. The Project Director and Site Directors will be responsible for monthly updates to the website. BGCTR will use the evaluation results as an opportunity to share ongoing project results with community stakeholders including: Florida Department of Juvenile Justice, Madison, Liberty, and Jackson County School Boards, local sheriff office, parents, classroom teachers, and community organizations.

5.5.b Partnerships: During the needs assessment process, a variety of partners and stakeholders were identified to participate in this project. Stakeholders included targeted schools, law enforcement, the local health department, United Way, community leaders and local non-

profits. These partnerships have been identified through letters of support submitted with this application. All partners have agreed to support BGCTR in its efforts to fulfill the goals and objectives outlined in the grant. For a complete list of partners see the attached partners table.

5.5.c. Collaborations with the Regular School Day: The Elementary and Secondary Education Act of 2001 (ESEA), also known as No Child Left Behind (NCLB) holds schools responsible for the academic progress of all students. The Act has historically placed a special focus on ensuring that schools boost the performance of certain groups of students, such as English Learners, students with disabilities, and poor and minority children, whose achievement, on average, trails their peers. Each targeted school is the educational provider, and as such, central to the proposed project. All program activities occur on-site of each targeted school, support identified needs on School Improvement Plans, and align with the school's systems, procedures, and schedules. Letters of support from each project school, District, and residential facility indicate enthusiasm and full support for collaboration in implementing the proposed project. (Attachments).

This collaboration will continue throughout the grant period. All staff members secured for the program will be embedded at the schools, creating seamless access and communication between regular school day teachers and 21st CCLC project staff. BGCTR will communicate and collaborate on a daily basis with program staff, school officials, stakeholders, and parents through email and our organizational on line communication and learning management system, www.tottraining.org. Monthly staff meetings between program and school staff will be held at each site to address quality improvement, staffing, budgeting, and implementation of programming. Quarterly advisory board meetings will be held to ensure collaboration and feedback. Finally, the BGCTR will provide annual updates to the Twin Oaks Juvenile Development, Inc. Board of Directors and the Boys & Girls Club of Tabula Rasa Directors.

5.5.d. Sustainability: BGCTR and our partners are committed to establishing and implementing a multi-strategy sustainability plan, which will be developed, reviewed and revised throughout the program in collaboration with the project staff, partners, advisory board, and parents. To address the planned funding decrease for years 3 through 5, BGCTR has established a relationship with United Way to assist in donor development and corporate sponsorship of the club. Through its primary partnership with Twin Oaks, BGCTR will actively benefit from the agency's fundraising activities. One exciting Twin Oaks fund raising initiative involves a product line, made by youth in custody, that is currently being tested by a national distributor. BGCTR will actively pursue and identify new sources of revenue to ensure that the same level of services is provided when the planned funded decreases take effect. Key activities in this area will include: monthly presentations at local businesses; hosting events that allow community members to provide support through materials and supplies; quarterly newsletters promoting the 21st Century program; using social media to publicize our need for support; and identifying additional resources in support of the program.

5.6 Program Plan (35 points)

5.6a Target Students: All four schools targeted for this project are Title I schools that serve the severely at risk population of youth in Juvenile Justice residential commitment facilities. According to a joint report published by the Departments of Education and Justice, there are three to four times more students with disabilities who require special education and related services, such as those identified with emotional disturbance or specific learning disabilities, in the adjudicated youth population than among students in community schools. (DOE, DOJ, 2014). This specifically holds true for our target populations. According to our needs assessment, 48% our target population is performing at one year below grade level and 35% of targeted students performing at two years below grade level. Sec. 1401 of Title I part D improves educational services for children and youth in local and State institutions and provides such youth with the

services needed to make a successful transition from institutionalization to further schooling and prevents at-risk youth from dropping out of school. Risk factors that are most salient to our targeted students, schools, districts, and state agencies include: (1) Academic Failure – Indicated by grade repetition, reading inefficiency, math inefficiency, and low standardized test scores; and (2) Lack of Commitment to School – Indicated by low school enrollment, low average daily attendance, and drop out. By virtue of their commitment assignments, all youth are determined as high risk and in need of services. Commitment to the residential facility will determine the selection process. BGCTR will continue to work closely with the Districts, partners, and stakeholders to identify needs and strategies to best serve this at risk population.

5.6.b. Recruitment and Retention: Targeted youth for this project are in custody, therefore, recruitment and retention are accomplished by the Florida Department of Juvenile Justice. According to our needs assessment, our target population is significantly at risk for both academic failure and drop out upon return to their home communities. The primary goal of our recruitment and retention plan, therefore, is to create an environment where youth are active agents in their own development while fostering a safe environment that supports regular and continuous participation. Our strategy will capitalize on the inherent nature of a youth in custody and as such, we will strive to transform our captive audience to one that is captivated by learning. Our program will provide engaging, age and developmentally appropriate programming that encompasses a wide variety of activities that address student needs and interests. Recruitment, student achievement, and enthusiasm for on-going learning will be accomplished through strategies designed to connect our youth to productive goals, values, and beliefs that lead to better choices and include: Youth councils to ensure each child's concerns will be heard and promote ownership of the program, Project Based Learning, academic enrichment activities, drama, and health and fitness programming, and family engagement activities to ensure that achievements made during program participation are maintained after transitioning to their home community upon release.

The program will collaborate with schools and stakeholders to continuously update our strategies to remain relevant and effective in a rapidly changing world. To capitalize on the role that technology and video games play for today's youth, a program specific Learning Management System and digital badge program will be used to increase youth motivation, participation and retention. This online system will provide students with challenges and activities that support program goals while generating and maintaining interest. Successful completion of activities will result in the award of a badge that is automatically posted to their profile and parents are engaged as they are able to monitor their child's progress at any time, from any computer, tablet, or web accessible cell phone. Supporters tout the badges' ability to reward students who seek out learning opportunities, as well as motivate kids who have not succeeded in traditional classroom settings. Digital badges are currently being used around the country as a state of the art method to bridge the gap between traditional classroom settings and our current technologically focused age. In an era when virtually all information is available at the touch of a few keystrokes, digital badges speak the language of youth today, providing a "gamification" of the learning environment that is already natural and motivating to children, adolescents, and teens. (Tomaszewski, 2013).

Students with Special Needs: Florida's educational standards and accountability system support the requirements of federal laws regarding participation of students with disabilities in standards-based instruction and assessment initiatives. The Elementary and Secondary Education Act of 2001 (ESEA), also known as No Child Left Behind (NCLB), and the Individuals with Disabilities Education Act of 2004 (IDEA), governs services provided to students with disabilities. As supported by our needs assessment, "Nearly half of all students (48 percent) enter residential juvenile justice facilities with an academic achievement level that is below the grade equivalent for their age" (Read & O'Cummings 2011). BGCTR supports the Districts by following established procedures to identify and evaluate students who are suspected of having a disability. In accordance with Section 504 of the Rehabilitation Act of 1973, students with disabilities will

have accommodations made for all appropriate program activities. As noted previously, 88% of the students at the RAMC site are ESE; 17% of students at the RAMC site have a specific learning disability, 36% have an emotional/behavioral disability, and 42% have an intellectual disability. At the JUST site, 25% have a specific learning disability and 63% have an emotional or behavioral disability. Students of all backgrounds, physical, mental and emotional abilities will be welcomed to our program.

5.6.c. Student Program Activities: Overarching Principles

BGCTR will implement a multi-tiered strategy that involves Homework Help & Remediation, Project Based Learning, Enrichment Labs, and Fitness & Play. These strategies have been chosen to effectively address the identified student deficiencies in reading, writing, math, and science outlined in our needs assessment, project goals and objectives, and on each targeted site's School Improvement Plan. The overarching principle throughout the program is to create a supportive environment that is conducive to learning and supports the Florida Standards for Education by incorporating strategies outlined in the School Improvement Plans at each site. Through hands on, experiential learning experiences, this program will allow students and their families to build social competencies and controls that will allow both students and their families to become more engaged in the student learning experience.

Homework Help, Remedial Education, Tutoring: As identified on both our needs assessment and the District's School Improvement Plans for the Targeted Schools, there is a great need for structured time to address student homework completion. During the first hour of programming, students will be given the opportunity to complete homework. Both part-time staff and certified teachers will be available on-site to assist students who require additional tutoring, remediation or more time to complete homework. To engage and retain the interest of youth who have completed their homework assignments, the program will make computer tablets available for students to use for educational games and software. Examples of educational games include

Math Playground, a popular learning site featuring math games, activities, logic puzzles, and I-Ready, an adaptive diagnostic tool for reading and mathematics. I-Ready pinpoints student needs to the sub-skill level and tracks ongoing progress monitoring, including whether students are on track to achieve their end of the year goals. This activity is developmentally appropriate for our targeted students. The teacher to student ratio for homework help will be no greater than 1:10.

Project Based Learning: Project Based Learning (PBL) is an academic enrichment method appropriate for our targeted population of grades 6-12. Students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. As identified by the School Improvement Plans for each target site and our needs assessment, the primary focus of our PBL will be to enhance student literacy while reinforcing student abilities in math, science and writing. Teachers will facilitate 60 minutes of PBL 2-3 times per week, respective to the complexity of the project. The student to teacher ratio will be no more than 1:10. This component of the program will lean heavily on hands on experiential learning in an interactive and engaging environment. One of the project areas that we will target is **Science experiments**, including creating an invisible egg shell, volcanic eruptions, rocket propulsion and growing different plants and vegetables. In addition, an ancestral study named “The Ultimate Selfie”, music development and recording, and photography and videography labs will be utilized to engage the youth. Academic Objectives:

All. State Standards: A.1.1, A.1.3, A.1.4, A.1.5 1.5.1, 1.6.1, 1.6.2, 1.7.3, 1.7.8).

Enrichment Labs: The Enrichment Labs help promote character development, pro-social behaviors and provide our targeted 6-12 students with educational experiences that are meaningful and rewarding. Character Development programming will include curriculum and instruction that promote prosocial behaviors in student participants. Enrichment labs will be led by both part time staff and certified teachers with a staff to student ratio not to exceed 1:10. Enrichment labs will feature **SMART Moves**, a nationally acclaimed prevention program that

helps youth to resist alcohol, tobacco, and other drugs by practicing resistance and refusal skills while strengthening decision-making skills. Enrichment Labs will also provide students with experiential learning experiences related to music, drama, and the arts. These labs will be developed in collaboration between Site Directors, Part-Time Staff, and Certified Teachers with a shared goal to reinforce concepts learned during the regular school day, in an environment that is fun and engaging. Engagement:- All Objectives. State Standards: MU.912.S.1.1, S.1.3, S.1.4, S.1.6)

Fitness & Play: The Fitness & Play strategy consists of daily fitness challenges and activities that develop motor skills while providing students a positive environment to interact with their peers. The BGCA curriculum, Triple Play, provides students the opportunity to improve their physical fitness in a series of weekly non-competitive yet challenging programs incorporating movement, play and healthy eating. The program is appropriate for our targeted students, grades 6-12 and is based on the American College of Sports Medicine's recommendation of a minimum of 60 minutes of physical activity 5 or more times per week. Another component of our fitness and play strategy is Point League. This program is a competency based program that teaches kids math skills related to counting, statistics, and general arithmetic through sports. At program completion, they will have an understanding of statistics and data reporting. A part time aide will teach this daily, for 1 hour per day, with a 1:10 ratio. State Standards L.1.1, L.1.2, L.2.1, L.2.4, L.2.7).

Day in the Afterschool Program Description: Today is a good day for Da'Quan. Only one year ago, he had landed in his 3rd foster home, been suspended from school, and participated actively as a member of Jacksonville's Flag Street Gang. One night Da'Quan was arrested in a police drug sweep. Da'Quan was charged with felony possession charges and sentenced to nine months of juvenile residential commitment. Two days after being sent off to the RAMC residential program, a close friend was shot and killed- on the very same corner where Da'Quan had sold

drugs. Today as Da'Quan sits in his substance abuse counseling group, he shares his story, relating that if he hadn't gotten arrested and sent to RAMC, he would probably be dead. Da'Quan used to hate group therapy, but now he looks forward to sessions because it gives him a chance to address his grief and plan for a better future. With a history of criminal charges and a series of failed foster placements, Da'Quan is no stranger to residential programming. This is his third commitment and he believes that programs at RAMC are unlike any other program he has ever seen, especially the time spent in the Youth Detention 2 Youth Development (YD2YD) Afterschool Program between the hours of 3:00pm – 7:00pm. Every day at 3pm, Da'Quan is released from school to attend YD2YD. He and his classmates are escorted to the Boys & Girls Club located on campus where programming takes place. In the first hour, students are assigned to either Homework Help, Remediation, Group Therapy, or other projects. Da'Quan loves the project time, where this week they built a working drone helicopter and then built a replica using common items such as hula hoops and foam pool noodles along with quadcopter motors and remote controls. At 4:00 pm, Da'Quan's group goes to fitness and play where for the past four weeks they have been playing Point League Basketball. In Point League, the group is divided in two teams to play basketball. The teams keep stats and report data such as leaders in rebounds, assists, points and steals. Da'Quan is leading everyone with 100 rebounds and thanks to this program, understands that he has collected 50% of his team's rebounds. After point league Da'Quan eats dinner, which some nights include entertaining activities such as tonight's scheduled skit about the life of Abraham Lincoln. Finally, during the last hour of programming, Da'Quan will have a snack and spend time in the music studio recording songs that he composed during the Creative Writer's Club. Da'Quan will tell you that these experiences have changed his life forever. YD2YD Site Director, Ms. Natisha has been working with Da'Quan on an individualized student plan that has helped him read on grade level. They also worked to improve his behavior so that now he is being released without probation. Ms. Natisha also worked with the residential staff and teachers

to help Da'Quan catch up to grade level, earning enough credits to re-enter classes without interruption when he goes home. Through collaborative meetings with teachers and facility staff, YD2YD helped Da'Quan to reconnect with his aunt in Jacksonville. After attending several family events, Da'Quan's aunt has seen tremendous changes that support her decision to provide a permanent home for Da'Quan.

5.6.d Adult Family Member Program Activities:

Family engagement is widely known to be important for student success; and for youth committed to juvenile justice residential facilities, it is crucial. As identified on our needs assessment and national data, transition back to the youth's home school is frequently unsuccessful as the youth has fallen significantly behind, leading to high drop-out rates. Without parent engagement, academic gains made at the residential program will wane and ultimately, fail. Our target population has an additional barrier to overcome in that our programs serve youth statewide, and parents often live too far from the facility or school to regularly participate in person. To engage parents in a meaningful way, YD2YD staff will actively participate on each student's Treatment Team. Every two weeks, a designated team of residential facility administrators, supervision staff, therapists, case managers, educational staff, and our afterschool program staff meet with the student to discuss student behavior, goals, progress, and transition needs. Parents are invited and encouraged to attend this meetings, and due to geographical constraints, many choose to attend telephonically. Treatment team ensures that all staff, partners, and stakeholders communicate and collaborate effectively with youth and their parents while meaningfully engaging the parent in the youth's treatment.

In addition to bi-weekly Treatment Teams, the YD2YD will engage parents by providing supportive services that include: access to resources, fostering parent child communication, providing family therapy when indicated, and workshops specifically aimed at empowering parents with the knowledge and skills they need to assist their children in doing homework,

completing upcoming projects and accessing information about their child's grades. BGCTR will utilize partnerships with the school district's Title I coordinator and Workforce Development Board to provide resources to GED training, Job Placement, and Career Development. Finally, as part of our family engagement strategy, the program will host family days to promote student achievement, disseminate information about the program, and learn more about the parents.

5.6.e Staffing Plan and Professional Development: In compliance with all child care licensing requirements, BGCTR has obtained the appropriate license exemption from the Department of Children and Families. Despite the exemption, the program will assiduously comply with all hiring practices required by the schools and residential facilities. All staff hired will receive a Level 2 background screening and pass a drug screening administered by Twin Oaks prior to commencement of employment from the DJJ.

The program will support 2 administrative positions: the program coordinator and the project director. In order to meet the programmatic elements outlined in this proposal, we will employ 4 site directors; 8 certified teachers; and 12 part-time staff. Due to the specialized nature of the students we serve, the staff to student ratio is 1:10. Program staff will be recruited from the local community and local community college. The following staff complement is proposed for this project:

Program Coordinator: This part time position supervised by Twin Oaks Juvenile Development will perform duties specifically related to 21st Century project, including: purchasing, financial reporting, human resources functions, contract management, partner coordination, quality improvement and monitoring, supervising the grant deliverables and ensuring outcomes are met and the development of support services and revenue streams. This position requires a Master's Degree. The program coordinator will focus on the management of the overall program and collaboration between partners outlined in this proposal.

Project Director: This full time position is supervised by the Program Coordinator. Duties include implementing all 21st CCLC program activities to ensure that program goals are achieved, coordination of 21st CCLC program staff and volunteers, provision of training and program development, collection and submission of monthly program deliverables and coordinating data collection with Twin Oaks School Superintendent. While this position only requires a minimum of a Bachelor's Degree, our selected Project Director, Travis Anderson, has a Master's Degree and direct program experience.

Site Coordinator: 4 experienced Site Coordinators have been selected for each center. Site Coordinators are directly supervised by the Project Director, duties include: lead daily 21st CCLC program activities, supervision of part-time staff, certified teachers, and volunteers, coordination for family literacy and parent involvement activities, safety plans management, and serves as liaison between the program and residential facilities. The minimum requirement for this position is a High School Diploma with preference given to candidates with a Bachelor's Degree.

Certified Teacher: 8 part-time teachers with a Florida Teaching Certificate or Temporary Teaching Certificate will be hired to provide academic enrichment instruction, project based learning activities develop, approve and implement 21st CCLC program plans related to academics and homework help; develop individualized plans for students in need of additional assistance and remedial tutoring; and attend Family Engagement Activities. Certified teachers are supervised by the Site Coordinator and will maintain a student supervision ratio of 1:10

Staff Activity Worker: The program will hire 12 part-time activity workers to maintain a student supervision ratio of 1:10 and provide: support to the Site Coordinators and Teachers; preparation of program supplies and materials, supervision, mentoring, and assisting teachers to implement all Project Based Learning activities, academic enrichment activities, tutoring, and homework help. This position requires a minimum of a High School Diploma and is directly supervised by the Site Coordinator.

Independent Evaluator: Collects base-line data, surveys and interviews students, parents and staff, develops a timeline of major program activities and objectives, develops Formative and Summative Evaluations, and assists the Project Director in reporting required outcomes to 21CCLC program. The program will contract with Ethica, LLC, for evaluation services. Ethica, LLC is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research.

Training and Professional Development: Year round training opportunities for all project staff will be provided by BGCTR. These trainings will include: Project Based Learning, Program Implementation, Supervision and Leadership, Engaging Youth, Food Service and Safety, Civil Rights, and Cultural Competency. BGCTR will also conduct monthly program specific trainings to ensure that program activities are being implemented accurately, consistently, and with fidelity. Additionally, Twin Oaks Juvenile Development residential facilities require 80 hours of training for all new employees that will include CPR/First Aid, PREA, Abuse Reporting, Crisis Prevention and De-escalation Techniques. The Project Director and 2 Site Coordinators will attend the 21st Century Learning Centers Statewide Conference. Additionally, the Program Coordinator and the Project Director will attend the new program orientation training to be held in August by the 21st Century Learning Centers Team. These trainings will be offered before and after regular program hours to ensure there are no interruptions to regular service provision and supervision of youth. Finally, BGCTR will provide online training to staff through our training website www.totrainig.org. This online learning management system allows program staff to participate in training at their own pace and at any time. Staff will be assigned position-specific training each month that they will be able to access via computer, tablet, or mobile phones. Topics will relate directly to 21st CCLC program implementation and our selected performance based learning and educational enrichment activities.

5.6f – Program Centers

The Apalachicola Forest Youth Camp provides comprehensive programming, including competency restoration training, to boys and girls ages 8-18, who have been found by the court to be incompetent to proceed under the provisions of section 985.223 (c), F.S., and committed to the Department of Children and Families for restoration of competency. AFYC will provide program space, and representation on the 21st Century Advisory Board. The center will operate for 208 school days and 42 summer days from 3:30-7:30pm and 39 Saturdays from 9am-2pm.

Liberty J.U.S.T. (Juvenile Unit for Specialized Treatment) is a, staff-secure facility for male offenders between the ages of 11 and 18. Youth receive 24-hour supervision during program services which can last from three to nine months. The program provides a comprehensive multiservice delivery system of residential treatment and a full continuum of care. To support the program's restraint free environment initiative, the leadership at JUST has identified the importance of having structured afterschool programming between the hours of 3:15pm and 7:15pm. The majority of the youth participating in these programs are under-performing and will greatly benefit from the academic enrichment and tutoring support that a 21st CLCC program can provide. The center will operate for 208 school days (3:15pm – 7:15), 39 Saturdays (9-2pm), and 42 Summer days (3:15pm – 7:15) and Saturdays 9:00 am- 2:00 pm.

Developing Opportunity through Vocational Education (DOVE) is a 24-bed residential treatment program for girls ages 15-18. The average length of stay is 8-11 months. Typical of girls in the juvenile justice system, many have been both victimized and traumatized. The DOVE has developed a supportive environment that is trauma informed, promotes self-esteem, and facilitates positive social interactions. The quality after school programming proposed by this project is designed to work in tandem and enhance these goals. As a partner in this project, DOVE will provide programming space for girls ages 12 to 18, support for mental health initiatives and representation on the 21st CLCC Advisory Board. The center will operate for 208

school days (3:15pm – 7:15), 39 Saturdays (9-2pm), and 42 Summer days (3:15pm – 7:15) and 9:00 am- 2:00 pm on Saturdays.

Residential Alternative for the Mentally Challenged (RAMC): Serves male offenders with developmental disabilities ages 15-19. The anticipated average length of stay is 9 to 12 months. The eligibility criterion requires a diagnosis of mild to moderate mental retardation with a documented IQ of 40-71. RAMC maintains self-contained educational classrooms with teachers certified in Exceptional Student Education. A behavior management system specially designed for this population incorporates functional behavioral analysis and a high reinforcement schedule. As a partner in this project, RAMC will provide programming space, support for mental health initiatives and representation on the 21st CLCC Advisory Board. The center will operate for 208 school days (3:15pm – 7:15), 39 Saturdays (9-2pm), and 42 Summer days with program times of 3:15pm–7:15 during the week and 9:00 am- 2:00 pm on Saturdays.

Each site offers access to a Cafeteria (950sqft/each) for dinner, Homework Help, and snack; 4 classrooms (650sqft/each); All Purpose Athletic Fields including football field and basketball courts; offices for 21st Century Personnel and storage and computer labs with up to 10 computers available for use.

5.6.g Safety and Student Transportation: As our target youth attend schools that are located within state contracted residential commitment facilities, the safety requirements and procedures for our project will comply with all appropriate regulations and standards required by 21st CCLC, Department of Juvenile Justice, Department of Children and Families, and Accreditation standards by the Commission for the Accreditation of Residential Facilities. All staff hired will receive a Level 2 background screening and pass a drug screening administered by Twin Oaks prior to commencement of employment.

At the end of the school day, 21st CCLC staff will meet students in designated secure areas where attendance will be taken and students will be escorted to the first program area. Students

will be accompanied by staff members when they transition from one area to the next. A formal student sign-in and sign-out process will be conducted daily to track student attendance and ensure that supervision ratios are met. BGCTR follows a strict protocol in the case of emergency, so that at no time is a group of students left unsupervised while a crisis is addressed. Each staff member supervising youth will have two-way radios. Equipment and supplies used for program activities will be stored in a secured area to avoid inappropriate use or the possibility of accident. Equipment will be properly maintained and routinely inspected to avoid injury from possible defects or misuse. Students will receive after school services at their residential facility so no transportation to or from program services are required.

5.6.h Dissemination Plan Liberty County: BGCTR staff will use bi-weekly treatment teams and scheduled monthly meetings with school staff and the residential facility staff to disseminate program information. Existing teachers from the regular school day will be hired to provide information and direct links to the regular school day. BGCTR will publish articles to the Department of Juvenile Justice newsletter promoting this unique and innovative program opportunity. The project director will submit quarterly press releases to local media outlets to promote the success stories of the youth. The program will utilize a monthly newsletter and quarterly parent events to provide information to students, parents, and stakeholders. Social media such as Facebook, Twitter, and Instagram will be used to post student projects (for students whose parents have signed a release), create enthusiasm, and promote the program. BGCTR additionally will maintain its website, www.bgctr.org. The website will contain a specific link to the 21st CCLC page, which includes hours, locations, contact information and activities. A copy of the project and approved grant narrative will be posted to the website, as the formative and summative evaluations. The website and Facebook page will be updated monthly and will showcase student achievements.