

5.1 Project Abstract/Summary (0points)

The Student Outreach Afterschool Program (SOAR) provides a 21st Century Community Learning Center for students and their families at four Madison County Title I schools: Madison County Central School (MCCS), Greenville Elementary School (GES), Pinetta Elementary School (PES), and Lee Elementary School (LES). The program serves 330 youth after school for 3 hours per day at MCCS (125 students), GES (75 students), PES (55 Students), and LES (50 Students). Program activities are conducted Monday through Friday for the 180-day school year and an additional 75 youth for a 30-day summer session at Greenville Elementary School.

The program utilizes research-proven curricula, project based learning, and tutoring. The program will positively impact program youth and their families and sets high goals: for students who actively participate in the program, a minimum of 80% will demonstrate overall improvement in the areas of math, science, reading, behavior, and attendance. Additionally, 75% of families of program students will show increased health awareness, connection to the school day, and increased knowledge of parenting skills.

5.2 Needs Assessment (7 points)

To accurately identify and effectively meet the diverse needs of the youth to be served, their families, the Madison County School District, 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.

Madison County is one of Florida's extremely rural counties (Florida Dept. of Health, Rural Community Map 2016). According to the most recent US Census, the total population for the county is less than 19,000 people (US Census Quick Data, 2014). Nonetheless, nearly 14% of those 19,000 residents are students – and because of the rural nature of Madison County,

they have little access to services beyond the county line. A review of existing services in Madison County clearly demonstrates the explicit need for afterschool programming as the three existing afterschool programs only serve students under age 7, and only at Madison County Central School. Currently, no afterschool services are provided to Greenville Elementary School, Pinetta Elementary School, or Lee Elementary School. According to a report published by the Afterschool Alliance, more than a quarter of America’s school children are unsupervised between the hours of 3pm and 6pm. (Afterschool Alliance, 2015). These are hours that could be spent safely and productively, increasing student academic success. And Madison County’s youth need additional academic support. The Florida Department of Education (FLDOE) assigns school grades based on data from the annual statewide assessments, learning gains for each student, and the progress of the lowest quartile of students. As the following table illustrates, the highest grade earned across the four schools is a B, while the other 3 range from C to F. GES was additionally included in the “Lowest 300” performing schools for elementary reading. Even at LES (grade of B) and PES (grade of C), dramatic improvements are needed, especially for students academically at risk.

Target School Eligibility					
School Name	Student Membership	High Poverty (Top Quartile)	Title 1 Status	School Grade	Free or Reduced-Price Lunch Rate 2014
MCCS	1,166	YES	YES	D	51%
GES	155	YES	YES	F	53%
PES	200	NO	YES	C	46%
LES	242	NO	YES	B	40%

(School Accountability Report, 2014)

As detailed on both School Improvements Plans for each target site and Statewide assessment results in English/Language Arts, Math and Science indicate that students at each school continue to struggle in all subjects. Less than 50% of students at targeted schools were proficient (Level 3 or above) in any of the tested subject areas at both MCCS and GES. The FLDOE has designated Greenville Elementary School as one of the lowest performing schools in the state, based on its assessment results and lack of progress as a “F” school. Pinetta Elementary reported only 26% of students tested being proficient in Science. Lee Elementary School reported less than 30% of students scored at level 3 or higher on standardized testing in Math. At all 3 schools, the rate of African American youth receiving satisfactory scores was less than 30% in each subject area. (School Accountability Report, 2014).

Each of the targeted schools is a Title I school – an indicator of poverty. A preponderance of research has demonstrated that living in poverty has critical negative effects on children’s physical and mental health and well-being. Financially disadvantaged youth are at greater risk for poor academic achievement, school dropout, abuse and neglect, behavioral and socio-emotional problems, physical health problems, and developmental delays. This dynamic is clearly demonstrated in Madison County, as shown in the chart “Target School Eligibility” above. The percentage of free or reduced-price lunch (economic indicator) is directly proportionate to each school’s academic grade. The higher the percentage of poverty (more economically needy), the lower the school grade.

Throughout the needs assessment process, the BGCTR invited project stakeholders, existing service providers, and private schools to comprehensively identify current needs and existing gaps in community service provision. Productive meetings ensued with the Liaison of Madison County Schools, the Madison County Superintendent and the Principals of each elementary school to review School Improvement Plans and identify the district’s top priorities. District data were then analyzed and ranked according to academic performance, disciplinary

actions and resource allocation. Working with district leadership, priority schools were identified and the principals of each school were invited to attend the first planning meeting held in August 2015. This collaboration yielded positive results, including strong administrative support for the program, as evidenced by Principal letters (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 Title I 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 (both of which are linked to poverty) were identified across the four schools: (1) Academic Failure; and (2) Lack of Commitment to School. BGCTR recognizes the need for quality afterschool programs in order to increase academic achievement and social development for youth, and keep them safe while avoiding risky behaviors.

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. They are experts in survey

construction, both quantitative and qualitative research, and understand the realities of working with school systems and students. Ethica is particularly well-known for its useable information. While meeting all reporting guidelines necessary for state and federal government, 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 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 manage 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 conduct, 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.

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. Please see [\(Attachments\)](#) for complete job descriptions.

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 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 8 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 August 2015, through the following methods: Presentation and Principals meetings, public notice posted on the organization's Facebook page, and certified letters sent to private schools in the area. 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 the School Board, Superintendent, parents, classroom teachers, and community organizations.

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 primary educational provider, and as such, central to the proposed project. All program activities occur on-site at the child's own school. support identified needs on School Improvement Plans and align with the school's systems, procedures, and schedules. As detailed previously, this active collaboration process began in August 2015 with schools, administrators, and teachers during the needs assessment process and through staff selection. Letters of support from each project school 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. All 21st CCLC guidelines, professional development activities, supporting documentation and forms required for effective program operations will be available for download via this web based learning management system. 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, and BGCTR will request time on the School Board agenda for annual program updates.

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. It will be the responsibility of the Project Coordinator, Project Director and the advisory board to develop annual strategies in support of the continuation of this project. BGCTR has established a relationship with United Way to assist in donor development and corporate sponsorship of the club. BGCTR will actively pursue and identify new sources of revenue to support years 3 through 5 of this afterschool project. 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. Both Madison County Central School (MCCS) and Greenville Elementary School (GES) support a high population of minority students and Lee Elementary School (LES) and Pinetta Elementary School (PES) have larger Hispanic populations. “Historically, low-income students as a group have performed less well than high-income students on most measures of academic success—including standardized test scores, grades, high school completion rates, and college enrollment and completion rates. Countless studies have documented these disparities and investigated the many underlying reasons for them.” (Reardon, 2013). To address the specific needs of

these students, the program will target minority students who are low performing or at risk of failure for recruitment into the program. While our program will prioritize these students, all students are eligible for program services based on the student assessment results. No student will be excluded from participating in the program when space is available.

In order to reach the students most in need services, BGCTR will use a rubric to prioritize youth at risk for educational failure. Based on consultation with the District, risk factors that are most salient to Madison County and this project include: (1) Family History of High Risk Behavior – Indicated by adult illiteracy, unemployment, and poverty rates in the communities being served; (2) Academic Failure – Indicated by grade repetition, reading inefficiency, math inefficiency, and low standardized test scores; and (3) Lack of Commitment to School – Indicated by low school enrollment, low average daily attendance and truancy rates. Using school year 2015-2016 data, BGCTR will work with the District to identify students who meet at least 2 of the following 3 criteria: (1) Low performing students – Level 1 and level 2 scores on the Florida Standards Assessment; (2) Students with multiple absences, suspensions and/or expulsions; (3) Students with a family history of high-risk behavior as indicated by District or School personnel.

5.6.b. Recruitment and Retention: The primary goal of our recruitment and retention plan 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. To ensure a nurturing atmosphere, staff will be trained in trauma informed care principles, conducting physical and emotional risk assessments with youth, and creating safe environments that are free from bullying, anti-social behaviors and other potential negative influences that could deter students from attending the program. Youth attendance is influenced by a combination of social and peer factors, program structure and context; therefore, our program will provide engaging programming that encompasses a wide variety of activities that address student needs and

interests. Programs activities will also address areas of interest that are developmentally age appropriate for our targeted K-8 students while providing opportunities to explore program areas that are gender, race, and student specific.

Recruitment, student achievement, and proper attendance 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.

As identified on our needs assessment, parents at M CCS identified transportation as a barrier to program participation. To address this issue we have contracted with the Madison County School District to provide transportation to the students at that site and will additionally provide program staff chaperones to escort youth home. While transportation was not an identified need at the other three sites, to ensure student safety and comfort, we have planned and allocated staff to walk those students home in the evening.

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 and maintain youth participation and retention. The 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 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. BGCTR supports Madison County School 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. Students of all backgrounds, physical, mental and emotional abilities will be invited to become part of our program. Madison County is ahead of the state in its education of students with disabilities. According to the 2015 FLDOE LEA Report, Madison County schools educate 80% of students with disabilities within the regular classroom (vs. 74% statewide). Madison County educates only 1% in resource rooms (vs. 9% statewide). The BGCTR will continue these practices within the proposed project.

5.6.c. Student Program Activities: Overarching Principles

In order to address the needs of our students, 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 in order to address the identified student deficiencies in reading, writing, math, and science outlined in our needs assessment and 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. 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. Finally, our program has been designed to support the lessons being taught during the regular school day by supporting the Florida Standards for Education and incorporating strategies outlined in the school improvement plans of each site.

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 while enjoying a healthy snack. 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, logic puzzles, and a variety of problem solving activities and I-Ready. I-Ready is an adaptive diagnostic tool for reading and mathematics that 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 appropriate for our targeted students in grades K-8. The teacher to student ratio for homework help will be no greater than 1:15

Project Based Learning: Project Based Learning (PBL) is an academic enrichment method appropriate for our targeted population of grades K-8. 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 1:15. 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, rockets and growing different plants and vegetables.

Enrichment Labs: The Enrichment Labs help promote character development, pro-social behaviors and provide our targeted K-8 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 1:20. 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.

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 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 K-8 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.

Day in the Afterschool Program Description:

It's 3:00pm and all across Madison County, school has ended. For many kids, they are being released on their own, with nothing to do and no one to watch over them. For some of these youth, they will leave school hungry, going to a home with no food. Often, they have the added responsibility of caring for their brothers and sisters. However, through the auspices of 21st CCLC in partnership with the Madison County School District, these children can receive supervision, project based learning, academic enrichment activities and a meal supplement at SOAR. The program provides a caring adult staff member, waiting for kids to get out of class, to walk them to the cafeteria where they will receive help with their homework. For those who have completed their assignments, the program provides a tablet device to read and play educational games. This program can make a difference for disadvantaged kids in Madison County, and in our example, for Jaquan, also known as Baby Jay. Our youth is in the 3rd grade and after the first nine weeks of classes, he was determined to be at risk for being held back in school. But for the past 4 months, he has been participating in program services, working with certified teacher, Ms. Fredriana to complete an hour of remediation and tutoring each day. His hard work has paid off, and now he is reading on grade level and has even raised his grades enough to make the honor roll. Baby J and his parents are thrilled with the changes he has made. In the second hour of programming, Baby J participates in Project Based Learning. Today's project is the "Physics behind angry bird". They recreate a real life angry birds game using aerodynamic objects and launching devices created by each group. While the project is

entertaining, Baby J is learning directly about physics and becoming motivated about science. After Project Based Learning, Baby Jay participates in Enrichment Class. Enrichment is Baby J's favorite because they do all sorts of creative activities like playing drums, dance troop, exercise class, and cooking. In today's class they are recording a song with real music studio equipment. A local DJ has come to show them how to write songs, arrange and record digital music, and now they are learning how to record. The songs feature hip hop styles to address the youth's need to believe in themselves in order to have success. Baby J and two other program youth are collaborating on their song "I Believe In Myself". They are so engaged in the activity that they are truly surprised when the site Coordinator announces over the intercom that it is time for student pick up. Baby J lives around the corner from SOAR, so the Staff walks him and his program classmates home in the evening. Baby J may be moving across town soon, and in that case, the site coordinator will walk him to the school bus that's awaiting to take him home.

5.6.d Adult Family Member Program Activities: According to our needs assessment, less than 20% of the parents we serve attended college. Many of them feel ill equipped to address the needs of their child when it comes to academics. Through surveys, parents expressed frustration over the new teaching strategies for math and language, reporting that they felt ill equipped to assist their children with homework, and therefore, reinforce learning in their homes. The need to reinforce social competence related to school engagement is both great and specifically supports our target communities' needs: The Greenville Elementary School Improvement Plan identified lack of parent support to assist students with academics as a need and Pinetta Elementary School Improvement Plan cited the need for increasing parent activity in preparing their child for the new math Florida Standards Assessment.

The Boys & Girls Club of Tabula Rasa proposes to implement strategies that promote social engagement with the regular school day by empowering parents with the competencies

they need to successfully support the academic achievement of their children. Our goal is for 80% of family members to attend at least one or more family engagement events. These engagement events will be led by the site Director in conjunction with certified teachers and part-time staff employed by the program. Although parents' interests are largely consistent across school sites, specific offerings will be refined to address specific parent needs as determined by on-going communication and program planning.

Family engagement will be accomplished by providing supportive systems and services that include: access to resources, fostering parent child communication through take home projects and activities, 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 how to access information about student grades and behavior. 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. These services will be offered monthly in the evenings after program hours.

The program will provide projects that enhance parent and student communication, reinforcing strategies implemented in the program. One such example is a take home reading calendar with motivating sticker stars that parents award every time a student reads a book at home. Projects like these will promote literacy and encourage parents to participate in their child's learning. Finally, as part of our family engagement strategy, the program will host quarterly family nights to promote student achievement, disseminate information about the program, and learn more about the parents. The typical family night will include student displays to demonstrate science experiments, performances of students acting out skits written by their peers, musical performances, and awards for completion.

5.6.e Staffing Plan and Professional Development: Program staff will be recruited from the local community with specific pursuit of potential staff from the target schools and the

community college. The program will make presentations at school leadership meetings, PTA, and host job fairs to recruit potential staff. All staff hired will receive a Level 2 background screening prior to commencement of employment, as well as pass a drug screening test administered by the school district. BGCTR will maintain compliance with all childcare licensing requirements from the Department of Children and Families. The following staff complement are 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 and the development of support services and revenue streams. This position requires a Master's Degree.

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 School District Liaison. 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: implementation of daily 21st CCLC program activities, supervision of part-time staff, certified teachers, and volunteers, coordination for family literacy and parent involvement activities, snack program facilitation, safety plans management, and serves as liaison between the program and schools. The minimum requirement for this position is a High School Diploma with preference given to

candidates with a Bachelor's Degree. Site Coordinators will maintain a youth supervision ratio of 1:20.

Certified Teacher: 10 part-time teachers with a Florida Teaching Certificate or Temporary Teaching Certificate will be hired to provide academic enrichment instruction, 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 1:12

Staff Activity Worker: The program will hire 14 part-time activity workers to maintain a student supervision ratio of 1:12 and provide: support to the Site Coordinators and Teachers; preparation of program supplies and materials, supervision and assistance in the healthy snack program, mentoring, and assisting teachers to implement all Performance 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: BGCTR will provide year round training opportunities for all employees within the program. The Project Director and 2 Site Coordinators will attend the 21st Century Learning Centers Statewide Conference. Additionally, the CEO and the Project Director will attend the new program orientation training to be held in August by the 21st Century Learning Centers Team. In accordance with our safety plan all

BGCTR staff will be trained and certified in CPR/First Aid, food service safety and preparation, and medication dispensing. To support our mission to serve disadvantaged youth, BGCTR staff will additionally participate in professional development trainings that focus on abuse and neglect reporting, 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. These trainings will be offered after regular program hours to ensure no 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.tottraining.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.

5.6.g Safety and Student Transportation: From the time students are dismissed from school until they are released to a parent, students will be closely supervised. Travel to each site is not necessary because each site is located within the targeted school. Upon commencement 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. Each student will have completed, as part of the intake procedure, a form signed by a parent or guardian giving explicit instructions regarding that student's release and who is allowed to pick up the student. Intake forms also address critical information to be used in an emergency situation, such as student medications, allergies, emergency contact numbers for family members, and any special instructions. Each

site will have a single point of parent entry that will be monitored by a designated 21st CCLC staff member. Students must be signed out and will only be released to the adult(s) named on the form, who must present a valid identification. Parents will have a designated phone number to call in the event that an emergency interrupts release protocols and other arrangements must be made.

While on campus, Site Coordinators will enforce the policies and procedures of the District. Documentation of all fire drills, emergency drills, and behavioral issues will follow the protocol established by MCSD. 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 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. Finally, all staff and volunteers will complete a level 2 background screening in accordance with the Jessica Lunsford Act, prior to commencing any interactions with youth.

5.6.h Dissemination Plan: Because Madison County is rural, its schools serve as centers of the community. BGCTR staff will use scheduled monthly meetings with school staff to provide program information, taking full advantage of the county's historically active informal communication networks. BGCTR will locate other community resources, such as churches and libraries, to post information regarding program activities and public events. BGCTR will continue to develop a relationship with the Madison County Carrier and the Madison Enterprise-Recorder, the primary newspapers serving Madison County, to provide press releases and other program information for publication. 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, and activities. A copy of the project and approved grant narrative will be posted to the website, as well as outcomes such as the formative and summative evaluations. The website and Facebook page will be updated monthly and will showcase student achievements.