

21st Century 2022-23 Grant Narrative

LES-PES After School Program

Narrative Section 3.1 Project Abstract (LES-PES)

Boys & Girls Club of Tabula Rasa operates the Pinetta Elementary Site located at 135 N.E. Empress Tree Avenue, Pinetta, FL 32350 and Lee Elementary Site located at 7731 E Hwy 90, Lee, FL 32059 of Community Learning Center. 51-100 students will be provided programming during the school year from 3:00-6:00p, Monday – Friday during the school year beginning 8/15/22 to 5/26/2023. Program activities include Academic Enrichment, Science, Technology, Engineering and Mathematics (STEM); Healthy and Active Lifestyle; Drug and Violence Prevention; Career Competencies and Career Readiness.

Narrative Section 3.2

Attachment – Funding Request Guides

Narrative Section 3.3 Applicant Capacity (6 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 Boys & Girls Club of Tabula Rasa (BGCTR) was born from the belief that formal partnership between two entities with a shared goal of helping children and their families would 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 enhanced.

Program Administration and Fiscal Management: Twin Oaks BGCTR currently serves over 1,000 students each year with an average daily attendance of 325 youth at 8 school sites and 3 residential juvenile facilities. Twin Oaks is a 501c3 organization managed by a board of directors made up of individuals who oversee the operational, fiscal, and administrative fidelity of the agency. The board is also responsible for setting the policies and procedures that govern our organization.

Founded in 1998, Twin Oaks has over 20 years of experience in managing public funds and implementing publicly funded programming. Annually, Twin Oaks and Tabula Rasa manages an annual budget of over \$23 million in state and federal dollars. These funds are audited annually based on standard accounting procedures and the federal OMB Circular A133 Audit. Twin Oaks has successfully implemented programs 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, policy and procedure oversight, 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 and programmatic 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, Calhoun and Liberty Counties.

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 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.

DATA COLLECTION: BGCTR will utilize data collection, on-going evaluation, monitoring, technical and assistance. Data sources will include survey data, student academic

performance data and community needs assessment data this program has been designed to meet the ever-changing needs of the community. BGCTR utilizes 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. BGCTR has developed a system that helps identify issues of concern and trends through the TRENDSTAT process. This monthly process requires us to review data related to attendance, student performance, and program goals in order to measure the strategic impact of programming. This process allows for the implementation of corrective actions to insure that identified issues were successfully addressed. Corrective Actions are then reviewed and monitored through our internal TRENDSTAT process. This process allows for the assurance of program fidelity and helps track the progress towards program goals.

Narrative Section 3.4 Building Your Program Team (5points)

During the needs assessment process, a variety of partners and stakeholders were identified to participate in this project as part of our Program Advisory Team (PAT). Stakeholders included targeted schools, law enforcement, the local health department, United Way, community leaders and local non-profits were identified to give input and feedback on this application. Through these partnerships potential members were identified to serve on the PAT and letters of commitment have been submitted with this application.

The PAT members have been involved in the development of this application, engagement of stakeholders, assessment of program needs and the design and implementation of program activities, evaluation, and sustainability. This team will

communicate monthly via Microsoft Teams to ensure the quality and fidelity of the program. All members of this program team have agreed to support BGCTR in its efforts to fulfill the goals and objectives outlined in the grant.

Upon being awarded the grant the role of this team will be to foster open communications between all stakeholders by engaging in an open dialogue that allows for the sharing of concerns, issues and ideas. The group of individuals will consist of but is not limited to: The school district director of curriculum and instruction, Principals at the targeted schools, BGC Project Director, Site Directors, Parents, Students, representatives from community organizations including United Way, the Chamber of Commerce, Twin Oaks Juvenile Development, Impact Hunger, and the Florida Department of Juvenile Justice. The program will also have limited engagement with State Representative Halsey Bashears.

Each of these team members will be categorized in one of 5 groups to quantify their specific contributions to the project. Those categories will be Project Representatives, Community Representatives, School Representatives, Political Representatives, and Family Representatives

Project Representatives will consist of the 21st Century staff including the project director and site directors. The rationale for including these individuals is to allow for the communication of the program goals and objectives to all stakeholders in the most direct and effective manner as possible. As the representatives of the project the staff know the grant requirements in and out. The major responsibility of these individuals will be to communicate the program needs, coordinate group communications, update all

stakeholders, and help to provide parents and students support in understanding issues related to school.

Community Representatives have been selected from targeted groups that have expressed interest in collaborating with our organization. The primary responsibilities for these representatives will be to support the overall sustainability plan by supporting grant applications and targeted fundraising appeals. The Community reps will also help relay community concerns about the program including issues of concern, programming suggestions, youth referrals and potential partnerships. The rationale behind the selection of these individuals is to find people who are interested in improving the quality of afterschool programming in support of bettering the overall community.

School Representatives will be selected with the purpose of serving as a liaison between the school and the program staff. School representatives provide valuable input on the needs of each school and the district related to student performance, community engagement and relaying the needs of teachers and staff from the regular school day. Although our program has not been designed to mirror the regular school day our goal is to supplement the lessons taught in school and reinforce the importance of attendance, homework, testing, and performing up to your full potential.

The primary goal of the school representatives will be to help ensure that the 21C program supports the school needs assessment, represent 21C concerns at school district meetings, and help provide mass communications to parents using school communication systems.

Political Representatives: this group will consist of local and state elected officials as well as state agency representatives from government agencies related to law enforcement, juvenile justice and local health departments. The rationale behind selecting these individuals will be able to help to coordinate support services, connect our program to funding, and to connect with local data not related to student performance. It is critical that our program have an impact on the community. During the needs assessment process, it was identified that violent crime had increased in our areas and law enforcement wanted help in engaging the community to be assist in this effort. It was also determined that in our juvenile justice programs that we collaborate with political officials to identify additional opportunities to provide services and support for youth transitioning from juvenile detention back into the community.

The primary responsibility of these representatives as stated earlier is to coordinate support services, connect our program to funding, and to connect with local data not related to student achievement. Political representatives will be asked to provide presentations to students to learn about local and state government. This can include trips to the state capital, visiting city hall, and other local government agencies.

Family Representatives: Family representatives will be chosen by the site director and will be based on current involvement as well as potential strategic partnerships. The Family representatives will consist of both parents and students that attend the program. The rationale for making these individuals part of this group is primarily to drive attendance. We know that kids vote with their feet and in order to make those feet walk through our doors each day we must be connected to their needs and desires. The

goal is to allow these representatives to help us to design and adjust our programs so that it is a program that kids want to come to and are not just forced to come.

Narrative Section 3.5 Engaging Stakeholders (6 points)

BGCTR has designed this program to be dynamic and responsive to the evolving needs of targeted students, understanding that engaging a diverse group of stakeholders is vital to the success of any program. Overall, our engagement plan rests on four active strategies: 1) We survey and continue to survey key stakeholders, including parents, teachers, administrators, students, and community members; 2) We engage directly with the Program Advisory Team, referenced in Section 3.4 of this proposal, for continued support, feedback, and idea generation; 3) We engage directly with parents and students during each school week and BGCTR sponsored events throughout the school year, freely accessible to each school's parent and student population; and 4) We continue to create engaging and marketable content for online distribution—materials that convey what we do, highlight the strengths of our programming, and connect our programming with open suggestions and community support for growth.

As we designed our survey strategy, materials and questions were framed to gauge opinions from the following stakeholders: (1) Students; (2) Parents/Family Members; (3) Schools; and (4) Community Members. Students consist of students residing in Madison County attending Pinetta or Lee Elementary. Survey administration is tied not only to students already enrolled in BGCTR programming but also the general student population, with the help of school administrators. Although we are especially focused on subgroups performing below grade level or otherwise in need of

the most assistance, all students at each target school are targeted for inclusion. Parents and Family members consist of parents, caretakers, or legal guardians for youth who may be homeless, in transition, or those residing in residential treatment or foster care. School stakeholders include certified teachers, staff, volunteers, and administrators. BGCTR has developed an MOU with the school district for the purposes of this project, and individual letters of support have been collected from each targeted school. Community Members include local businesses, nonprofits, and government and civic groups identified for participation in this programming. While BGCTR and Twin Oaks Juvenile development serve as the primary community partners, we have identified additional, key partnerships with 4-H, FFA, and local health departments. We have also established relationships with local law enforcement, city and county government, and the local chamber of commerce to provide ongoing programmatic support and feedback on the specific needs of each school and targeted community.

In assessing program needs, stakeholder surveys were designed for Pinetta and Lee Elementary, their administration beginning on March 15, 2022 and ending on April 5, 2022. Two survey designs were used. One survey was administered to parents and students. Designed to be age-appropriate, it gauges: 1) whether affordable afterschool or summer care was/is available for Pinetta or Lee Elementary parents; 2) specific daily and hourly needs for afterschool and summer programming; 3) whether parents could afford paid afterschool or summer care; 4) what parents thought the top priorities or needs were for each afterschool program; and 5) student interest, wants, and needs. A second survey, designed for teachers, administrators, staff, and volunteers, was also distributed in March and April. School teachers and administrators were also asked

about other available resources at their respective schools as well as their perspectives on 1) What students struggled the most with; 2) What they wanted most out of an afterschool program, and 3) What they really needed the most help or improvement with.

For administration, BGCTR staff delivered both Teacher and Parent/Student surveys with front-office school administrators for direct distribution. Site Directors also hand-delivered surveys to parents of Boys and Girls Club students. Completed surveys were returned to each school's office staff and Site Directors. Site Directors then forwarded completed surveys to the Area Director where they were coded and recorded in Excel. Overall, BGCTR staff collected surveys representing more than 30% of each site's teachers and 20% of each site's students. Specific response rates for each school and substantive results of the first Needs Assessment Surveys are presented in Section 3.6.

In conjunction with this preliminary survey period and initial needs assessment, future program design also calls for consistent, twice-annual surveying of parents, students, teachers, and other relevant staff and administrators and once-annual surveying of key community partners and local officials. Site and Program Directors will coordinate each survey phase.

In addition to core stakeholders, annual surveys will also be available online for general community members and partners. In addition to targeted surveys sent to our leading partners, people within each served zip code will also be targeted and incentivized to give feedback on what, if any, impact they have personally witnessed from Boys and Girls Club programming and what preferences they would like to see

incorporated in future programming. Key partners will also be surveyed about what they think programming should focus on to exact positive community change in each area served.

As mentioned in Section 3.4, the second strategy for successful stake holder engagement involves continued engagement with our Programs Advisory Team (PAT), consisting of parents, students, teachers, and key staff and community members. As outlined in Section 3.4, this team will engage in monthly dialogue and review key performance data, including attendance, upcoming events, and program highlights. This group will also host official meetings, online, each quarter, where they can identify problem areas and focus on strategies for improvement.

As the best form of evaluation is direct communication through face-to-face interaction, our third strategy for engagement involves face-to-face networking and coalition-building. Program staff will interact with students, parents, and community members through daily programming and special events. These informal assessments provide meaningful feedback and include overall program satisfaction, additional student/parent supports, and other program areas of need. Consistent interaction with students during the program day and with parents at pick-up time and family events will help inform PAT and other advisory decisions by connecting daily, case-by-case experiences with more aggregated survey and other school-wide data. Site Directors will also attend School Advisory Council Meetings where they will have an opportunity to report on each program and/or ask for direct feedback on student performance, areas of need, and advocate for upcoming school events.

The fourth strategy for successful stakeholder engagement involves the successful dissemination of program news and impacts, online. BGCTR will continue to produce video, film, art, photographs, and other engaging content that highlights: 1) Examples of BGCTR programming and projects; 2) the many accomplishments of students in each of our programs; 3) special events announcements and recaps; 4) engaging fundraising campaigns; and 5) additional opportunities for community feedback and support. Social media engagement metrics and fundraising dollars can serve as important metrics of feedback, allowing us to gauge the overall impact of our programming, the nature of public opinion around said programming, and the vitality of each of our fundraising campaigns. Additionally, with our newly created Art Kids programming (outlined further in Section 3.7), students at Pinetta and Lee will engage in their own creative content generation through art, writing, video, and music production, serving to not only connect creative arts to career development but also help generate more engaging content for a fundraising landscape that is, in today's rapidly evolving and more internet-dominant culture, becoming more a function of online brand identity than exposure to direct, daily programming.

Awareness is key. Potential community partners and target demographics are likely to discover our services through social media posts, web searches, and news and spotlights. We can help control and direct that online presence by professionalizing our content generation while at the same time educating today's youth on tomorrow's communication strategies. As part of this vision, the program will also utilize traditional print and online media to disseminate articles, newsletters, and emails. Additionally, daily communication folders will be sent home with every student, allowing parents,

teachers, and staff an open channel of continuous feedback on individual student needs. Summary evaluations will then be provided at quarterly family night activities and made available online. Stakeholders will also review summary evaluations, online data, survey results, and other metrics on a continued, monthly basis, meeting quarterly to evaluate new and continued data, identify problem areas, exact solutions, and intentionally design pilot programs and other needs-based programming where data and experience dictate action.

Narrative Section 3.6 Assessing Program Needs (10 points)

Summary of Trends: In assessing programmatic needs, BGCTR evaluated stakeholder surveys, student achievement assessments and demographic data provided through Florida's Know Your School portal, Accountability Reports, and School Improvement Plans for Pinetta and Lee Elementary Schools. Based on the ESSA Federal Index, Pinetta and Lee Elementary have both been identified for additional support, Pinetta scoring 61% on the Federal Index and Lee with 63%, respectively. Both schools are also predominantly made up of economically disadvantaged students—97.5% for Pinetta and 94.8% for Lee. Most students, at both schools, also scored at Level 3 or below in English Language, Math Competency, and Science Competency, suggesting needed improvement with reading, writing, math, and homework help. Students with Disabilities and Minority students also exhibited greater risk and need for intervention, especially across discipline and attendance metrics.

According to stakeholder survey results, teachers, parents, and students at both sites also acknowledged that few, if any, after-school and summer programs are freely accessible in their communities. Free and reduced lunch and other economic

demographic data, in tandem with survey results, indicate that students at both Pinetta and Lee Elementary need Boys and Girls Club Programming, as they are left with no alternatives, unable to afford paid tutoring, after-school, or summer care. Parents, teachers, and students alike also reinforced school-wide data on the necessity for additional support for math, reading, and writing competencies.

Pinetta Elementary School Data: The student population at Pinetta Elementary is 119 students, with 10 certified teachers. In 2021, the school reported that 22.7% of enrollment was comprised of Students with Disabilities. In 2021, their ESSA Federal Index was also listed at 61%, categorizing Pinetta as in need of additional support. Student Achievement Levels in English and Math Competency were also below average. According to Florida's Know Your School portal, 70.6% of students scored below Level 4 and 5 in English Language Achievement; 45.1% scored at Level 1 or 2. In Math Achievement, 60.8% scored at or below a Level 3; 33.3% were Level 1 or 2. 56.3% of students also scored at Levels 1 or 2 in Science Achievement. This data shows that, in 2021, half of the student population tested below grade level. Compared to 2018, English Achievement scores have also fallen by 20%, from 73% in 2017/2018 to 53% in 2020/2021. Acceleration data also reveals two negative trends. For the total student population, English Language learning gains fell from 57.9% in 2018 to 45.2% in 2019. For those students in the lower 25%, English gains fell from 38.9% to 33.3%.

As of 2018, two-thirds of Pinetta Elementary School students also qualified for free or reduced lunch. Sixty-one percent were eligible for free lunch—almost 10% higher than the state average. Discipline statistics are also heavily skewed for at-risk populations. African American students and Students with Disabilities are more likely to

be suspended and more likely to be categorized as chronic absentees. While the disability population is close to 20%, in 2019, one-third of all suspensions and expulsions were classified as Students with Disabilities; 25% were African American. According to Pinetta's School Improvement Plan, in 2021, less than 41% of Students with Disabilities scored below grade level. The Improvement Plan also noted that 20% of the student population exhibited two or more early warning indicators—74 out of 119 had attendance rates lower than 90%, 15 out of 119 were marked for ELA course failure, and 10 out of 119 were marked with Math failure.

Pinetta Voices & Activities Wanted: Teachers, Staff, Parents, and Student Survey

Results: In March of 2022, Boys and Girls Clubs of Tabula Rasa, in partnership with school administration and Boys and Girls Club staff, administered stakeholder surveys outlined in Section 3.5. In sum, BGCTR received 15 completed staff, teacher, and administrator surveys, seven of which were from certified teachers, representing 70% of the total teacher population of Pinetta Elementary. BGCTR staff also received Parent/Student survey responses from 30 parents and 42 students, representing more than 35% of the total student population.

Of the teachers and staff surveyed, all marked a need for After-school and summer programming. All teachers and staff also noted that, to their knowledge, none of the parents served could afford After-school or summer programming out of pocket.

According to the teachers surveyed, students' greatest struggles involved the following domains: Reading at Grade Level, Understanding Math Concepts,

Understanding Science Concepts, and General Behavior (In-class Behavior, Staying Out of Trouble, and Turning in Homework on Time). These results were also consistent across volunteer, administrator, and staff responses, with meaningful homework completion, reading, and conceptual math mastery all scoring higher than other struggles.

Teachers and other staff also ranked the availability of snacks and meals, homework help, reading help, math help, drug prevention and awareness, and health and wellness activities as the greatest areas of student need. For student wants, teachers and staff alike noted the availability of snacks and meals, homework help, and fitness programs, as well as reading, math, and art and music programming. For general areas of improvement, teachers and staff ranked reading and math skills as the most pressing areas of need.

Of the parents surveyed, none indicated that they could afford After-school or summer programming. All parents also noted that After-school and summer care were not easily available or accessible in their communities. All surveyed parents also indicated that they needed After-school programming, while 90% indicated an additional need for summer programming. Parents also indicated that reading help, math help, homework help, and the availability of snacks and meals were the top four child needs, while also noting a need for science and engineering programming, health, wellness and fitness programming, and art and music programming. 100% of respondents indicated needs for five days of weekly programming, Monday through Friday. All parents also marked a need for three hours of programming a day during each school

week, while also noting a need for daily summer programming, most of which (77%) selected a need for eight hours of programming across five days a week.

Of the students surveyed, 83% indicated a desire for daily programming. Overall, students marked homework help, math help, science projects and experiments, art and painting, and field trips as top priorities, followed by music lessons, fitness and outdoor play, and reading help. Students also indicated that they had the hardest time with reading and math followed by homework, science, and staying out of trouble.

Lee Elementary School Data: Lee Elementary is made up of 173 students and 12 certified teachers. In 2021, the school reported that almost 25% of their enrollment was comprised of students with disabilities, with 94.8% designated as economically disadvantaged. According to student achievement data, 66.7% of students scored at or below Level 3 in English Language Achievement, with 35.1% scoring at or below Level 2. 55.4% of students also scored at or below Level 3 in Math Achievement, with exactly 25% scoring at Level 2 or below. In Science Achievement, 63.2% of students scored at or below Level 3, while 47.4% scored at Level 2 or below.

For Middle School Acceleration, the general student population and at-risk subgroups have improved across English Language Achievement. In 2018, English Language gains for the total student population was 58.1%. In 2018/2019, gains were 64.1%. For the lower 25%, English gains also increased from 60% in 2017/2018 to 64.7% in 2018/2019. For Math gains, however, the trend is negative and falling, especially for the lowest 25% of students. In 2018/2019, the lower 25% of students fell from 50% in 2017/2018 to just 33% in 2018/2019, marking a need for significant, long-term improvement in Math Achievement.

Chronic absenteeism was also worse among Minority Students and Students with Disabilities. In 2018/2019, Students with Disabilities were also significantly more likely to be suspended or expelled. While making up 20% of the student population, roughly 43% of 2018/2019 suspensions and expulsions were listed as Students with Disabilities. According to Lee's School Improvement Plan, Students with Disabilities also scored 40% on the Federal Index, below the 41% threshold, also suggesting a strong need for further intervention and additional resources targeting at-risk students and caretakers.

Lee Voices & Activities Wanted: Teachers, Staff, Parents, and Student Survey Results:

In March 2022, Boys and Girls Clubs of Tabula Rasa, in partnership with school administration and Boys and Girls Club staff, also surveyed teachers, administrators, parents, and students from Lee Elementary. BGCTR received seven completed staff, teacher, and administrator surveys, six of which were from certified teachers, representing 50% of the total teacher population. Staff also received Parent/Student survey responses from 17 parents and 17 students, representing 10% of the total student population.

Of the teachers and staff surveyed, all marked a need for after-school and summer programming. All teachers and staff also noted that, to their knowledge, none of the parents served could afford after-school or summer programming out of pocket. According to the teachers surveyed, students' greatest struggles involved reading at grade level, understanding math concepts, understanding teacher instructions,

accurately completing homework, science concepts, and general behavior (in-class behavior, staying out of trouble, and turning in homework on time).

Teachers and other staff also ranked the availability of snacks and meals, homework help, fitness programs, character education, and art and music programs as the areas of greatest need. For student wants, teachers and staff alike noted the availability of snacks and meals, homework help, art and music programs, and fitness programs. For general areas of improvement, teachers and staff ranked resources for students, homework completion, and math skills as the most pressing areas of need.

Of the parents surveyed, only four indicated that they could afford After-school or summer programming. All surveyed parents indicated that they needed After-school programming, while 41% indicated that their child would attend summer programming if it were freely available. 12 of 17 respondents (71%) noted that After-school programs were not easily found in their community. Parents also indicated that homework help, reading help, math help, science and engineering projects, and art and music programs were the areas of greatest need. Most respondents indicated a need for five days of weekly programming, Monday through Friday (71%), most also indicating a need for at least two hours of daily programming. Almost 60% of respondents also noted a need for summer programming, with 80% of those respondents expressing a need for 8 hours of daily programming.

Of the students surveyed, 77% indicated a desire for daily programming. Overall, students marked homework help, math help, art and painting, fitness and outdoor play, and field trips as their most pressing wants, followed by writing help, science projects

and experiments, and cooking lessons. Students also indicated that they had the hardest time with reading and math followed by science and homework completion.

Shared Trends & Resource Gaps: Available Resources and Resources Needed: When the evidence is viewed wholistically, Pinetta and Lee Elementary are both in need of additional support. In conjunction with the Federal Index, Achievement Scores, economic indicators, small staff size, and stakeholder survey results, the available evidence and stakeholder testimonials suggest that the proposed Boys and Girls Club of Tabula Rasa community learning center is both a necessary resource and prudent investment in the future of Madison County youth.

Based on the information collected on each targeted school, several trends were identified from the available data. Student Level assessment data showed that there is an achievement gap for almost half of the students at Pinetta and Lee. For Reading, Math, and Science Achievement, test data shows a need for student support services and programming to reinforce lessons learned during the regular school day. Pinetta Elementary has higher than average rates of free and reduced lunch, and both schools have high rates of community poverty, with student populations made up of more than 90% of economically disadvantaged students, a key indicator of need for Tier 1 Level supports and programming identified in the Every Student Succeeds Act (ESSA).

Few, if any, After-school and summer programs are easily or freely accessible at each target school, and parents and teachers at both schools noted needs for freely accessible after-school and summer care. In line with economic data, parents and teachers at both schools stressed the importance of provided snacks and meals to students. Extant research has consistently shown that, for low-income households,

school is often the only source of consistent meals and nutrition for impoverished students.

Illustrated by the Federal Index, Know Your School data, and stakeholder surveys, students that are not on grade level also need additional math, reading, writing, and science help. Survey results at both schools suggest that students, parents, and teachers all acknowledge the need for additional tutoring and lesson reinforcement, especially in terms of reading and math competency.

Both schools also expressed wants for additional health and wellness education and support, including drug and violence prevention and fitness. Students at both sites also expressed strong interests in creative arts, especially art and music education—supplemental programming that Boys and Girls Clubs of Tabula Rasa can also provide.

In general, without Boys and Girls Club of Tabula Rasa programming, a resource gap exists between what parents, students, and teachers need—free after-school and summer programming—and what they have—a more economically disadvantaged community with students in need of additional meals, one-on-one tutoring and learning reinforcement, health and behavior interventions like drug prevention and fitness, and supplementary programming focusing on career exploration, creative arts, and other personalized support. As outlined in Section 3.7, BGCTR has designed and implemented programming at Pinetta and Lee Elementary that addresses the above demonstrable needs. BGCTR provides students with free care, daily snacks and meals, daily tutoring and one-on-one math and reading reinforcement, health and fitness programs that include drug and violence prevention, and supplementary programs that

introduce students to creative arts, applicable science demonstrations, and career development.

Narrative Section 3.7 Intentionally Designing Program Activities (20 points)

BGCTR programming reflects 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, stakeholder surveys, project goals and objectives, and on each targeted site's School Improvement Plan.

Our overarching principle is to create a supportive environment that is both conducive to learning and open to strategies outlined in each School Improvement Plan. We also implement programs and activities that follow the guidelines of the Every Student Succeeds Act, and all proposed activities will include evidenced-based interventions that are congruent with ESSA tiers of evidence-based intervention, with a primary focus on Tier 1, curriculum-based interventions for Reading, Math and Science.

After assessing the student needs illustrated in Section 3.6, BGCTR utilized the What Works Clearinghouse to select and design program curriculum. BGCTR programming is designed around the following 21Century approved activities: Academic Enrichment, STEAM, Healthy and Active Lifestyle, Drug and Violence Prevention, and Career Readiness

OPERATIONAL DESIGN

The program will operate 2 sites located in Madison County at Pinetta Elementary School: Located at 135 N.E. Empress Tree Avenue, *Pinetta, FL 32350*, Pinetta will operate Monday through Friday from 3:00-6:00PM during the school year. The program will also operate a summer program, five days a week from 8AM-6PM. The program will operate 174 regular school days with 6 early release days The program will serve 45 youth/day during the school year. Pinetta will not provide summer programming. Staff to student target ratios are 1:15 for Academic Enrichment and 1:20 for Personal Enrichment activities. The site will employ one site coordinator, two certified Teachers, and two part-time Staff. BGCTR will also host eight Adult Family member service activities to offer families literacy, drug and violence prevention, and other educational and community development events. Transportation will not be provided for the program.

Lee Elementary School: Located at 7731 E Hwy 90, *Lee, FL 32059*, Lee will operate Monday through Friday from 3:00-6:00PM during the school year. The program will operate 174 regular school days with 6 early release days. Lee will not provide summer programming. Staff to student targeted ratios will be 1:15 for Academic Enrichment and 1:20 for Personal Enrichment activities. The site will employ one site coordinator, two certified Teachers, and two part-time Staff. BGCTR will also host eight Adult Family member service activities to offer families literacy, drug and violence prevention, and other educational and community development events. Transportation will not be provided for the program.

INTENTIONAL ACTIVITY DESIGN

After completing needs assessments for Pinetta and Lee Elementary, BGCTR developed targeted programming tailored to improving student achievement in reading, math, and science, as well as providing snacks and meals, creative and career-readiness programs, and drug and violence prevention programs. Sites will incorporate a variety of programs aimed at addressing student needs and fostering student retention. All planned programming reflects evidenced-based interventions and is in line with the 4 tiers of ESSA evidenced-based interventions. All programs and activities are also based on the curriculums and strategies identified from the What Works Clearinghouse.

Overall, BGCTR will implement a multi-tiered strategy involving five key, approved program activities in the 21C RFP. The Following section outlines those five areas of program focus. The programming tiers are: 1) Academic Enrichment; 2) STEAM 3) Healthy and Active Lifestyle; 4) Drug and Violence Prevention; and 5) Career Readiness.

Section 2: ACTIVITY DESIGN

BGCTR is proud of the process used to outline the program for LES and PES. Based on stakeholder surveys, interviews with partners, and student achievement data the program team has chosen 6 Core program areas of need based on the approved ESSA activities in this RFP. Those areas include Academic Enrichment, STEM, Healthy and Active Lifestyles, Drug and Violence Prevention, Career Readiness, and Family Involvement. Each area has specific curriculum, programs, and locally developed initiatives that are based on approved standards and strategies identified on the What Works website. Selected programs and activities primarily focus on Tier 1 interventions

that have been supplemented by Tier 2, 3, 4 strategies. The following sections outlines the 6 CORE Program Areas.

Each section provides an overview of the needs addressed by this area, rational for choosing this area, sample strategies used for the program, and an overview of the specific programs and activities that make up each area. A sample program schedule has been included in the attachments that includes a complete list of programs, sample weekly schedule, training schedule and a detailed list of strategies used in the overall program design.

ACADEMIC ENRICHMENT

BGCTR has designed the following academic enrichment program to increase student achievement by creating an environment for students to discuss concepts, compare ideas, justify methods, and articulate thinking so that students become active agents of their own learning.

WWC References and Strategies

The program was designed using practice guides and strategies taken from the What Works Website and published by the Institute of Education Science (IES). Specific practice guides used in the development of this program component are

Improving Mathematical Problem Solving in Grades 4-8 (IES, Oct 2018)

Providing Reading Interventions for Students Grades 4-9 (IES, March 2022)

Improving Reading Comprehension in Kindergarten through (IES, Sept 2010)

Strategies:

The program adopted several strategies from these practice guides and used those strategies in the selection of program activities and curriculum. Two of the primary strategies used in this decision process were Strategy #1 Systematic Instruction that provides systematic instruction during intervention to develop student understanding of mathematical ideas. (Tier 1 Intervention). Strategy #2 Help students allocate study time efficiently by teaching students how to use delayed judgements of learning to identify content that needs further study. (Tier 1 Intervention). Strategy #3 Incorporate technology that models and fosters self-regulated learning strategies (Tier 2 Interventions). Strategy #4 Help students recognize and articulate mathematical concepts. Strategy #5 Assist students in monitoring and reflecting on problem solving skills.

Needs Addressed

The core program area address needs identified in reviewing student achievement data, surveys, and existing after school support programs. Both targeted schools have large populations of students below grade level in reading and math. According to the most recent statewide assessments in English and Language Arts, PES had 70% of student score level 3 and LES had 66.7% score below grade level. Math scores showed similar results in that 45% scored level 1 or 2 in math at PES and 35.1% of students at LES scored Level 1 or 2. Combine this achievement data with the fact that there are little to no additional support services that are affordable and accessible for the parents and their students. Furthermore, a review of stakeholder surveys of each site showed that teachers reported the greatest need for students is additional support for Reading on grade level, Understanding Math and Science Concepts. Parents and students echoed

these concerns reporting the need for additional help in reading, math and homework completion.

Frequency, Ratios, and Staffing

Academic Enrichment programming will be conducted at each site Monday through Friday throughout the program year. Daily sessions will consist of 45 minutes of instruction in programming related to reading, language and math. Certified Teachers with support from PT Staff will instruct the program. BGCTR will employ subject specific teachers that will focus the implementation of the programs and curriculum as well as teachers to provide remedial and intensive tutoring and instruction.

Programs and Curriculum

Project Learn is a national program from BGCA developed in 1996 to provide a comprehensive academic enhancement strategy. The program is research based and provides teaches staff to use all areas and programs in the club to create opportunities to use high yield learning activities to incorporate learning through the entire club. Strategies incorporated through Project Learn are discussion with knowledgeable adults, leisure reading, writing activities, homework help, peer tutoring, and low organized games that sharpen cognitive skill. The program also encourages parental involvement, collaborations with schools, and incentives for youth participation.

Power Hour are both developed by Boys & Girls Club of America and is evidence-based interventions. These programs provide homework help and practice in educational concepts. These activities support student learning in language and reading as students

are given the opportunity to complete and receive help in their daily homework and/or gain additional skills as warranted by their individual academic need.

I-Ready: BGCTR has incorporated this program at the request of the school district. The district has purchased this software and has agreed to allow BGCTR to use the school computer lab to let students get additional instruction during after school. I-Ready is an online individualized student diagnostic program that provides students with K-8 lessons in reading and math to provide students with personalized instruction. Students referred to the program for additional support services will be lead through this program by our Certified Teacher as part of our pullout program for small group and individualized instruction

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

What Works Clearinghouse References and Strategies

The program was designed using practice guides and strategies taken from the What Works Website and published by the Institute of Education Science (IES). Specific practice guides used in the development of this program component are

Assisting Students Struggling with Mathematics: Interventions in the Elementary Grades (IES, March 2021)

Using Technology to Support Postsecondary Student Learning (IES, May 19)

Encouraging Girls in Math and Science (IES, Sept 2007)

Strategies

Teaching Secondary Students to Write Effectively (IES, 2019) The 3 primary strategies used in developing this core program area are Strategy #1 Provide environment that sparks initial curiosity and fosters long term interest in math and science (Tier 2) Strategy #2 Provide an environment that sparks initial curiosity and fosters long term interest in math and science (Tier 4). Strategy #3 Leverage partnerships to expose students to role models who have succeeded professionally in science and math. (Tier

Needs Addressed

SCOTT, I NEED HELP ON THIS PART

Frequency, Ratio, and Staffing

Each site will conduct STEM programming Monday through Wednesday throughout the program year. Daily sessions will consist of 45 minutes of instruction in experiments, technology, filmmaking, creative writing and engineering. Certified Teachers will instruct the program with support from PT Staff. BGCTR will employ subject specific teachers that will focus the implementation of the programs and curriculum. The ratio for STEM programming will be 1:15.

Programs and Curriculum

Science Explorers: This hands-on experiential learning combines research-based curriculum with teacher developed projects to motivate students to learn more about science. The program will be conducted as if students were performing in a lab environment supplying the youth with lab coats and goggles. The goal of the program is to prepare youth for the careers of in science and engineering. Youth will conduct monthly science experiments in small groups. Youth will have an experience like

preparing for a science fair each month. Experiments will be showcased on display, social media, YouTube videos and Tic-Toc. Programs will be showcased on social media in order to promote family involvement by allowing parents to replicate the experiments with youth at home. Experiments include making pickles, fossilized eggs, volcanoes, and making and electric current. Experiments and Lesson plans will be developed by teachers and supplemented by curriculum from Mind Work sand Foss Science Kits which are both research-based.

Creative Art Kids

Scott, Can you Write this section

Future Wars is another hands-on experiential learning programming supplemented by research based and evidenced based strategies from MindWorks and Foss Science. Designed for youth who learn by using their hands and through active participation. Youth will work in teams to complete engineering challenges. The program promotes team building, following instruction, comprehension skills and problems solving. The goal is to create an environment that fosters creativity and ingenuity. Youth will compete to design and build projects that are selected by the Certified Teachers. Sample projects include RC Car Races, Drone League Obstacle Courses, Model Engines, Sumo Robot Wars.

Healthy & Active Lifestyles

What Works Clearinghouse References and Strategies

The Healthy and Active Lifestyles core program was = designed using practice guides and strategies taken from the What Works Website and published by the Institute of

Education Science (IES). Specific practice guide used in the development of this program component is

Reducing Behavior Problems in the Elementary School Classroom (IES, Sept 2008)

Strategies

Strategies used in the design of and selection of curriculum and lessons are as follows.

Strategy #1 Assist students in monitoring and reflecting on the problem-solving process.

(Tier 1) Strategy #2 #1: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (Tier 1) Recommendation #3. Guide students through focused, high-quality discussion on the meaning of text (Tier 4)

Needs Addressed

Outdoor Play was one of the top priorities identified by both students and parents in the survey as programming that they wanted to see in this project. BGCTR will focus on the High percentage of youth below grade level in reading and math and use this program area to reinforce lessons taught during the regular school day. By combining the students' desire for outdoor play with a curriculum that fosters learning in all aspects of the club, BGCTR will be able to allow use to experience practical applications related to reading, language and math.

Frequency, Ratio and Staffing

The program will be run daily for 45 minutes per day. Part-Time Staff will lead the instruction for the program using lessons and curriculum listed below. The ration of staff to participants will be 1:20.

Programs and Curriculum

Project Learn: as mentioned earlier project learn is a free curriculum available to Clubs that focuses on using high yield learning activities to incorporate learning in activities throughout the entire club. Strategies incorporated through Project Learn are discussions with knowledgeable adults, leisure reading, writing activities, homework help, peer tutoring, and low organized games that sharpen cognitive skill. The program will incorporate reading, math and writing into outdoor play activities. Furthermore, staff will infuse language and math into daily outdoor program activities.

An example of Project Learn being used during outdoor play is Point League Football. In this program youth keep statistics during low organized pickup football games. During the game students on the sidelines keep track of touchdowns, interceptions, and tackles. Data is then ranked, sorted, and displayed on a leaderboard the next day.\ This approach teaches students math concepts such as greater than and less than, counting, data collection, averages, and other statistics.

Triple Play is a BGCA national curriculum free to clubs. The program provides daily activities and lessons focusing on promoting a healthy mind, body, and soul. Healthy habits is part of the Triple Play curriculum that teaches kids positive modeling and healthy behaviors related to exercise and nutrition. Daily Challenges allow youth to participate in daily challenges and low organized games. These challenges teach

participants basic movements, motor skills and overall fitness. BGCTR will incorporate project learn strategies within Triple Play Daily Challenges.

Healthy Snack: Thanks to a partnership through the Florida Department of Health, BGCTR is a sponsor site for the Childcare After School Snack Program. This program allows the club to provide a daily, healthy, and nutritious snack to all program participants free of charge.

Drug & Violence Prevention

What Works Clearinghouse References and Strategies

The program was designed using practice guides and strategies taken from the What Works Website and published by the Institute of Education Science (IES). Specific practice guide used in the development of this program component is

Preventing Dropouts in Secondary Schools (IES, Sept 2017)

Strategies

The following evidenced based strategies have been incorporated in developing this program component and the selection of curriculum: Strategy #1 Utilize research and evidence-based programs recognized by the center for substance abuse and mental health association. (Promising practice) Strategy #2 Develop and continuously leverage partnerships to prepare students and advance their labor market success (Tier 2) Strategy #3. Guide students through focused, high-quality discussion on the meaning of text (Tier 4)

Needs Addressed

During Identified through informal stakeholder interviews a common concern brought up in discussion is the need for Opioid Awareness, Drug and Alcohol prevention mentioned as high priorities. By incorporating discussion led curriculum for youth the program will address this concern while providing a learning environment focused on high-quality discussions.

Frequency, Ratio, and Staffing

Drug and Violence Prevention programming will be taught 2 times per week during four 6-week thematic units. PT Staff will teach this program and will maintain a staff to student ratio 1:15.

Programs and Curriculum

Positive Action: is a research-based curriculum listed in the What Works Clearinghouse. The program is organized into seven units by grade level. Each program is taught in a sequence that allows educators to align an entire school behind Positive Action lessons and concepts. The program starts with helping students identify themselves and understand their Self-Concept. Students learn that self-concept means the way they think and feel about themselves, and that families and friends influence their self-concepts. Thematic units focus on School Climate, Bullying, Drug Prevention and Conflict resolution BGCTR will purchase kits that can be taught to students during programming.

SMART Moves (Skills Mastery and Resistance Training) is a nationally acclaimed comprehensive prevention program that features interactive, small-group activities

designed to increase participants' peer support, enhance life skills, build resiliency, and strengthen leadership skills. Curriculum based program that includes ready-made lessons that focus on building self-esteem, positive social skills and the skills to avoid drugs and other harmful influences. Lesson allow staff to present the information and skills needed to resist pressures to get involved in alcohol, tobacco, other drugs, or sexual activity. Group members analyze influences from the media and from peers; they also practice resisting peer pressure

Career Competencies and Career Readiness

What Works Clearinghouse References

The program was designed using practice guides and strategies taken from the What Works Website and published by the Institute of Education Science (IES). The specific practice guide used in the development of this program component are

Designing and Delivering Career Pathways (IES, March 2021)

Strategies

The following evidenced based strategies have been incorporated in developing this program component and the selection of curriculum: Strategy #1 Leverage partnerships to prepare students and advance their labor market success. Strategy #2 Leverage partnerships to prepare students and advance their labor market success.

Strategy #3 Deliver integrated basic career and life skill instruction. Strategy #4 Assist students in intentionally designing career and post-secondary pathways.

Needs Addressed

During Identified through informal stakeholder interviews, partners identified a need for youth to be better prepared for the workforce. Stakeholders expressed those students needed to learn both the soft and hard skills related to employment. The program will prepare youth to take advantage of career and other postsecondary opportunities

Frequency, Ratio and Staffing

The Career core program will be taught 2 times per week and will be run quarterly Wednesdays and Thursdays. Certified teacher will lead the program with support from Part-Time Staff a staff to student ratio will be no more than 1:15

Programs and Curriculum

Job Ready: Workforce Readiness Program: is a free BGCA curriculum that helps young people meet the workforce challenges of tomorrow, they need safe spaces, positive mentorship and work experiences today. The program allows students to explore their interests and passions, develop their employability skills, Apply their knowledge to real-world work experiences.

Career Launch is a free BGCA curriculum that prepares youth for the world of careers and work. Through Career Launch, embark on a journey to explore possible vocations, make sound educational decisions and find success in the world of work.

Diplomas2Degrees is a free BGCA college readiness program that provides a range of services to guide Club members as they work towards high school graduation and prepare for post-secondary education and career success.

Money Matters promotes financial responsibility and independence among Club members ages 13 to 18. Participants learn how to manage a checking account, create a budget, save and invest, start small businesses and pay for college

Family & Parent Events

The program was designed using practice guides and strategies taken from the What Works Website and published by the Institute of Education Science (IES). Specific practice guides used in the development of this program component is

Preventing Dropouts in Secondary Schools (IES, Sept 2017)

What Works Clearinghouse Recommendations

Strategies

Recommendation #1: Use communication and collaboration tools to increase interaction among students and between students, parents and instructors (Tier 2)

Recommendation #: Provide coordinated comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways (Tier 2)

Needs Addressed

Add Needs Addressed

Frequency, Staffing and Ratio

The program will be conducted on an ongoing basis. Elements of the program have been designed to provide daily interactions with parents, students and teachers. Other parts of the program will focus on monthly family nights that provide families with information and resources to help them improve their daily lives. Site Directors, Certified Teachers and part-Time Staff will all participate in the facilitation of this program. Each staff will be given 12 students to be in contact with their parents at the end of each day.

Programs and Curriculum

Daily Parent Communication is a program that will allow for the last 15 minutes of each day for all staff to be out to meet parents to discuss student achievement, behavior and upcoming programs and events.

Opioid Awareness: BGCTR has partnered with the Florida Alliance of Boys & Girls Clubs to provide ongoing opioid prevention and awareness programs. The club will host 3 events that focus on providing information about the opioid crisis in order to educate parents and students about the dangers of opioids in our community. The program will invite in guest speakers with knowledge in this area to talk to parents and provide information and referral information for families in need of support.

Family Nights: The program will host 5 monthly family nights that focus on literacy. These programs will highlight student achievement, showcase student projects, and provide information on community resources. BGCTR will work with partners to provide information and resources to parents related to School, financial literacy, employment,

insurance and access to high-speed internet. The backdrop of each event will focus on family literacy and provide opportunities for parents to support student learning through interactions with staff and students during these events.

RECRUITMENT AND RETENTION

BGCTR recognizes that youth participate in afterschool programs based on a number of interacting intrapersonal interpersonal, and contextual factors. The overarching strategy of this recruitment and retention plan is to create a safe and supportive environment where youth are “active agents” in their own development. BGCTR will employ strategies related to internal and external factors that influence participation, while engaging in both passive and aggressive recruitment strategies aimed at attracting the students targeted in the needs assessment.

BGCTR has considered both internal and external factors related to student recruitment and retention. Our strategy involved engaging our partners strategically to identify and attract the targeted student; passive and active marketing and recruiting and the usage of social media and traditional marketing.

In regards the environmental factors influencing student participation, most students want to participate in a safe and nurturing environment supported by their friends and family. Staff will consider data and trends related to gender, ethnicity, peer influence, and parental input to design strategies to create an environment that reflects the community we serve. In addition to targeting students, staff will focus on creating positive connections that foster pro-social peer groups, afterschool program participation, and positive academic outcomes. The program will stress the importance

of assessing the culture of the program in order to promote positive youth experiences. An example is providing programming that accounts for gender role socialization. In a study by Eccles and Barber (1999) girls were found to tend to prefer more social, performative and school involvement activities while boys prefer more sports related activities. The program will consider trends identified through ongoing assessment related to gender specific program. Program staff will be sensitive to the diversity of needs and experiences of targeted youth and consciously link program elements to desired outcomes.

The program staff will be sensitive to the diversity of needs and experiences of targeted youth and consciously link program elements to desired outcomes.

Making allowances for youth who are intrinsically motivated to engage to engage in activities that they feel they have developed themselves. Also, providing opportunities for youth that are extrinsically motivated to feel a sense of ownership and connection to the program. BGCTR seeks to strike a balance between structured activities can experience feeling of competence, relatedness, autonomy, and relatedness to others combined with activities that allow youth to relax, unwind and have fun. Therefore, BGCTR will employ *** youth development strategies related to recruitment and retention

(1) Intentional Programming – Ensure youth have input in program content, scheduling, and operations through surveys, informal questioning, focus groups, and participation in the advisory board. Regularly updating program offerings based on student trends, input and relevant issues. Utilizing supportive community resources to provide greater diversity in program activities. Develop plans and strategies to prevent youth from aging

out of the program. The program will focus on the social and peer factors that influence student attendance to include program structure, youth satisfaction, student need, and peer group associations.

One of the major elements of our retention strategy is to provide engaging programming that encompasses a wide variety of activities to address student needs and interests.

The program has been designed to be adaptive to the evolving needs of student participants. Site Coordinators will be responsible for gathering monthly student feedback in order to gauge student interest in the program. This data will be collected from one of three methods: student satisfaction surveys, focus groups and individual student interviews. This data will be used to determine whether programming needs to be changed.

(2) Safety – Train staff to conduct physical and emotional risk assessments. Discuss safety issues and what steps to address them. Develop acceptable parameters for student behavior. Carefully select and train staff with positive attitudes toward youth. Work to ensure consistency in staffing hiring staff that will commit to work through the entire 4 years of the program.

(3) Family Involvement/Communication Strategies – recruit youth by advertising to adult family members. Through formal (flyers and newsletters, and informal outreach. BGCTR will host 8 Family Events throughout the year. Recruitment for these events will involve active recruitment strategies that will involve program staff and parents working together to engage in dialogue. The program schedule has been designed so that the last 15 minutes of each program day is reserved for all staff to be out engaging parents as they pick up their kids. The goal of this time is to engage parents in dialogue and

interactions that allow for genuine relationships and attachments between program staff and families.

(4) Ongoing Program Evaluation – Conduct regular assessments to determine program satisfaction and suggestions for program improvement. Identify key aspects of the program that influence positive youth participation. Evaluate attendance patterns in frequency, total numbers, demographic and other important factors related to participation.

(5) Collaboration and Partnership – utilize guest speakers and local celebrities to speak to kids about the importance of afterschool. Work with local businesses to provide life skills programming, conduct workshops, trainings, and programming with other organizations. The program will collaborate with schools and stakeholders to continuously update our strategies to remain relevant and effective in student recruitment and retention. To capitalize on existing technology BGCTR will engage in recruiting strategies dissemination of information through passive means including Facebook, Instagram, YouTube, TikTok and our Website. Other passive means of recruitment will include ads in the local newspaper, emails, bulletin boards, and newsletters. BGCGR will also utilize active recruiting methods to include phone calls, texts, and in person contact with families. Program staff will work with schools to do presentations at Family nights, sending out communications through school bulleting systems, and making presentations at local churches

IDENTIFICATION OF PARTNERS

In designing this project BGCTR selected partners that would help in meeting the goals and objectives outlined in this narrative. Partners were selected based on our need to provide quality programming, recruit participants, solicit community support and promote the program in our targeted community. The three major partners for this grant are Twin Oaks Juvenile Development (fiscal management), Boys & Girls Clubs of Tabula Rasa (program implementation/contract management) and the Madison County School District (data/facilities. These three partners have come together to plan this program and will work together to ensure that it is implemented with fidelity. In addition to these 3 partners BGCTR has solicit other partnerships that will provide supplemental programming, support for the sustainability plan, participation in the program advisory board and additional resources. Each partner has submitted a written MOU, partnership agreement, or letter of commitment. For a complete list of partners see the attached partners' table.

Narrative Section 3.8 Recruiting and Retaining High Quality Staff (10 points)

Quality staffing is critical to the success of each program. To that end, BGCGR proposes to hire diverse, qualified staff capable of providing a consistent and positive afterschool environment that fosters dynamic programming and capitalizes on student and parent engagement. First, to maintain a safe environment, all BGCTR staff will receive a level 2 federal background check through the Florida Department of Children and Families Clearinghouse.

Ratios: The program will hire and maintain employees sufficient to sustain a staff-to-student ratio of 1:15. Extant research and program experience has shown that

programs are more effective and engaging when students are given more one-on-one intervention. Smaller ratios help achieve those goals.

Staffing Structure: The program will target and employ staff from each targeted school and community served. The goal is to hire a diverse team that can provide dynamic programming and engage with families of students who normally do not reach out for additional supports. The following section details the staffing structure for the program.

Contract Manager: This full-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 the development of support services and revenue streams. This position requires a master's degree. Our chosen contract manager is Kevin Kidd, CEO of BGCTR. Kidd has a master's degree in public administration and 30 years of experience in nonprofit leadership, program development, and grant management. Among Kidd's many accolades he completed training in leadership development from Harvard University in 2017.

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 Liaisons. The position will require experience in outreach, program implementation, program evaluation, and consistent leadership.

Site Coordinator: Two experienced Site Coordinators have been selected for each center. Both individuals have 10 years of experience in youth development and 21st Century Learning Centers. One full-time site director will serve as the lead, and a second, satellite part-time site director will serve under the lead. Both Site Coordinators are directly supervised by the Project Director, and 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 communication between each program and school. In addition to these duties, the Site Coordinator will serve as the direct link between parents, students, and teachers and will use these relationships to help with the ongoing evaluation and adjustment of each program to meet specific community needs. 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 1:15 at each site.

Certified Teachers: Four part-time teachers will be hired at each site for a total of eight for Pinetta and Lee Elementary. Each teacher will be required to have a Florida Teaching Certificate or a Temporary Teaching Certificate and will be hired to provide academic enrichment instruction, to develop, approve and implement program plans related to academics and homework help, and to develop individualized plans for students in need of additional assistance and remedial tutoring. They will also be required to attend and help organize Family Engagement Activities. The program will structure the teachers so that each site has one lead

teacher that works with students in need of additional support services in the form of homework and additional tutoring. The lead teacher will then work with the site director to identify three additional teachers per site to provide curriculum specific instruction in the areas of Reading, Science, and Math. Certified teachers are supervised by the Site Coordinator and will maintain a student supervision ratio of 1:15 in their programming areas.

Staff Activity Worker: The program will also hire six part-time activity workers (three per site) to maintain a student supervision ratio of 1:15 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 assistance to teachers with implementing 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.

Training and Professional Development: BGCTR will provide year-round training opportunities for all employees within the program. The project director and one site coordinator will attend the 21CCLC statewide conference along with the contract manager. BGCTR will implement an annual training schedule in support of our overall safety plan to include CPR/First Aid, food service and safety, child abuse reporting, civil rights, and medication dispensing (September). BGCTR will conduct semi-monthly program-specific trainings to ensure the program is operating with fidelity. These trainings will focus on supervision, program leadership, an overview of the program, reporting, deliverables, and family engagement. The program will

hold quarterly trainings to review student performance data and train site directors on how to work with the Program Action Team to implement targeted improvements recommended by the team, related to program quality and fidelity. All trainings will be recorded and posted on our 21CCLC YouTube page for directors to refer to and review with their staff.

Narrative 3.9 Implementing the Program with Fidelity (10 points)

One of BGCTR's founding principles is to be data-driven, and we strive to use data to best inform each program decision—connecting the many wants and needs of each of our stakeholders. Overall, the fidelity model for this program is based on information obtained from the federal 21CCLC assistance website and relies on research-based concepts from M.Q. Patton, firmly rooted in the Development Evaluation model.

The program will focus on generating real time information for program improvement through data collection. This will allow for the continuous evaluation of program outcomes and assessment while documenting student performance indicators. School and individual student data will be used in conjunction with the Continuous Improvement Model to adapt and evolve based on the ever-changing needs of our stakeholders and various environmental factors.

15 Data Points for Success: BGCTR has identified 15 data points for program success. BGCTR will develop a monthly tracking form based on these 15 data points as part of our Trendstat process. Trendstat collects monthly data that is reported to our CEO and then reviewed with the program assessment team. Continuous data collection includes

(1) Enrollment and Average Daily Attendance (Monthly); (2) Student grades in Reading Math, and Science (1st and 3rd 9 weeks); (4) School Attendance Records (Semi-Annually); (5) Teacher and Staff Surveys on student impact (Annually); (6) Attendance logs for parent events (By Event); (7) Student and Parent Satisfaction and Impact Surveys (Semi-Annually); (8) Feedback from Program Assessment Team Meetings (Monthly); (9) State Assessment Tests (Annually); (10) Student grade promotion (Annually); (11) Hours of reading math and science programming(Monthly); (12) Staff utilization rates (13); Inventory assessments (quarterly); (14) District Based diagnostics for reading, math, science, and writing (semi-annual); and (15) Monthly communications with stakeholders.

To ensure program fidelity, our methodology involves four pillars: Trendstat, Training, Technical Assistance, and Team Meetings.

Trendstat (monthly) – The site director will work directly with the site directors, school officials, members, and parents to collect the 15 data points and develop a monthly Trendstat report that will be submitted to the CEO. This report will then be presented to both the BGCTR Board president and the Program Assessment Team. The report will set monthly targets for each data point for the directors to hit and those targets will then be compared to the actual reports. Each month, these reports will be submitted and reviewed and used to develop feedback for directors. Feedback will include written reports, signed by the CEO, Area Director, and Site Director.

Training (Quarterly) – BGCTR has developed a training calendar that is outlined in detail in the next section. The trainings provide all staff an in-depth overview of the

program and the expectations for implementation and results. These trainings will be conducted monthly.

Technical Assistance (3X per year) – The program will utilize technical assistance to provide ongoing feedback to site directors. The foundation of technical assistance will be site monitoring and the review of monthly trendstat results with site directors. Site monitoring will be conducted 3X per year and will be reported on a site monitoring report form. The form will outline observed programming for the day, staff utilization, ratios, and observed program effectiveness. The Area director and the data specialist will conduct the site monitoring. A written report for each monitoring will be kept on file. If needed, the monitoring will trigger the corrective action process which will allow the directors to produce a written corrective action plan to address deficiencies identified during the monitoring. In addition to site monitoring, Project Directors will meet with 21st Century staff from the FLDOE to review monthly deliverables and program progress.

Team Meetings (monthly) – Monthly meetings will be held for the PAT and various levels of program connectivity, between site and project directors. The project director will meet with the CEO weekly and give reporting on program activities and success. The CEO will report to the Board President and review the results of Trendstat reporting and other reporting. The project director will meet with FLDOE 21C Technical assistance staff each month to review progress and deliverables. Finally, the Project Director will provide a report from Trendstat to the Program Assessment Team. During these meetings, the purpose will be to review, assess, modify, and replicate program

activities for success. If weaknesses in programming are identified, we utilize the program modification process outlined here.

PROGRAM MODIFICATION PROCESS

The PAT and BGCTR staff will strive to ensure that programming consistently meets targeted goals and projections, considering the diverse needs of all stakeholders. Using the data points and pillars above, the PAT will evaluate the impact of programming and identify weakness and/or areas of concerns at each monthly or quarterly meeting. As concerns are identified, BGCTR will implement our corrective action process, and ideas will be researched and piloted where necessary and exacted as prudently as each decision context will allow us. In general, this process is institutionalized in five general steps: 1) A stakeholder submits an issue of concern. This report will be reviewed by the CEO, Project Director, and Site Director, and included in monthly and quarterly meetings. The number of stakeholders referencing or reporting each issue will also be accounted; 2) The PAT will meet once every month (online) and once every quarter (in person) to review stakeholder concerns and formulate solutions; 3) The project director will then be responsible for writing and implementing a corrective action plan, addressing the concerns and desires unanimously agreed upon at each PAT meeting; 4) Where piloting or research is necessary for exacting PAT suggestions, programs will be continually monitored and updated; and 5) A review of each corrective action will be conducted within 30 days after implementation to determine the success of new implementations and corrective actions.

Narrative Section 3.10 Budget Narrative (15 points)

Attachment DO1S Budget

Narrative Section 3.11 Plan for Sustainability (5 points)

At Boys and Girls Clubs of Tabula Rasa, we believe that a diversified funding strategy is the best barometer for the long-term health of any nonprofit. To that end, the goal of our 4-year strategic plan is a funding allocation of 75% government grants, 15% corporate giving, 10% individual giving. In 2008, 100% of programming was funded through grants. Last year, grant funding made up 85% of our total operating budget.

4-YEAR STRATEGIC PLAN OVERVIEW

BGCTR has developed 4-year strategic plan was developed after gathering feedback from community stakeholders, and formal and informal assessments. Over the course of several months, our board explored that list, compared it to the programming we offered, and designed strategies for fundraising and sustainability for the next four years, all while staying true to our core mission—helping enrich the lives of the youth and communities we serve. The following section outlines that strategic plan, activities for sustainability, leveraging partnerships, and indicators for success. The plan that will focus on 4 areas including Community Engagement, Creating an Optimal Club Experience and Target Resource Development Strategies. (SEE ATTACHMENT)

ACTIVITIES FOR SUSTAINABILITY

COMMUNITY ENGAGEMENT: BGCTR will leverage existing partnerships to assist in identifying additional funding a support for program operation. The of board of directors has committed to engaging donors, supporting staff, promoting our mission

and advancing our mission through strategic programming. Over the next four years, our goal is to develop 100 individual donors who are committed to supporting our mission.

We believe that by doing so it will create civic pride and engagement with our targeted audience that will ultimately lead to increased financial and in kind supports. The community engagement strategy will be implemented by all project staff, partners, and the program assessment team.

Specific Activities: We will achieve this goal through annual campaign programs using a mixed marketing strategy that utilizes social media platforms and traditional donor communications (e-mails, newsletters, direct mailings) to engage donors and encourage new partnerships.

Indicators for Success will include quarterly presentations at local civic groups, semi-annual presentations school board, school advisory councils, and principals' meetings
10% increase in local partnerships.

TARGETED MARKETING: The second strategy in our plan for sustainability is our marketing strategy that will use print, telecommunication, and social media to promote the program. The Project Director will work in conjunction with the Site Directors to develop and distribute content in the form of reports, photos, ads, videos, and other content that showcase the accomplishments and programming in our centers. The goal of this strategy is to increase engagement, solicit additional supports, recruitment and retention.

OPTIMAL CLUB EXPERIENCE: The second strategy in our strategic plan is to create an optimal afterschool experience by providing high quality programming that meets the needs of our community. By implementing quality programming, our organization will have demonstrable impacts on the communities served. Those impacts will promote the development of other strategic partnerships and funding opportunities, further supporting and reinforcing ongoing programming. The program has conducted a thorough needs assessment of the targeted community that has allowed us to provide programming that not only addresses the needs of the community by captivates student interest. The goal is to have an adaptive program offering that encourages community support and increases civic pride which will ultimately lead to increase local support. This strategy will be implemented by all program staff, partners, and the program assessment team.

Specific Activities related to optimal club experience include administration of stakeholder surveys, adaptive program scheduling, and semi-annual program assessment.

Indicators for success in optimal club experience will include increased attendance, student engagement, family event attendance, and student achievement.

RESOURCE DEVELOPMENT STRATEGY: The fourth strategy of our strategic plan will be a targeted resource development strategy that incorporates site specific fundraising, applying for grants, individual donor campaigns, and corporate solicitations. The resource development portion of the strategic plan has an overarching objective of creating a culture of philanthropy that allows us to expand our capacity served The Contract Manager will be responsible for the implementation of this strategy and will

assign specific duties to partners and project staff in support of the plan. These strategies are detailed in the attachment.

Specific Activities will include, Giving Tuesday Campaign, Individual Donor Campaign, Fundraisers, OJP grant submissions, Unite Way applications

Indicators of success will be 10% increase in program funding, increase in the number of individual donors and increase in corporate donors, reduction in grant dependency in our overall budget by 5-10%.