

21stCCLC 2022-23 GRANT NARRATIVE JUST/AFYC

3.1 Project Abstract

Boys & Girls Club of Tabula Rasa operates the Juvenile Unit for Specialized Treatment (JUST) Site located at 29841 SW Wilderness Camp Road, Bristol, Florida, 32321, and the Apalachicola Forest Youth Camp (AFYC) Site located at 29806 SW Wilderness Camp Road, Bristol, Florida, 32321. 26 students (26 students at each site) will be provided programming during the school year, 3:15-6:15 pm at JUST, 3:30-6:30 pm at AFYC, Monday through Friday, from 08/15/2022 to 05/06/2023, and during the summer, 3:15-6:15 pm at JUST and 3:30-6:30 at AFYC, Monday through Friday, for two summer sessions 08/01/2022-08/09/2022 and 05/15/2023 to 07/31/2023. Saturday programming is year-round from 9:00 am- 2:00 pm , 2-3 Saturdays per month at each site. Program activities include Career Competencies and College Readiness, Academic Enrichment, Science, Technology, Engineering, Art, and Mathematics (STEAM), Healthy and Active Lifestyle Education, Drug and Violence Prevention, and Family Engagement.

3.3 Applicant Capacity (6 Points)

The Boys & Girls Club of Tabula Rasa (BGCTR) was formed in 2006 as an innovative partnership between Twin Oaks Juvenile Development, Inc. and the Boys & Girls Clubs of America. In 2009, after successfully providing Boys and Girls Club services in Twin Oaks residential facilities and charter schools, BGCTR programming was expanded to Madison, Jackson, Calhoun, and Liberty Counties. Now, in Liberty County, we serve youth at Liberty High School, the Juvenile Unit for Specialized Treatment (JUST), and the Apalachicola Forest Youth Camp (AFYC).

The Twin Oaks-BGCTR partnership was born from the belief that formal cooperation between two entities with a shared goal of helping children and their families would only strengthen the communities in which we served. Through this collaboration, resources have been efficiently shared, barriers to services have been reduced or eliminated, and a robust pool of staff skills, knowledge, and experiences has led to increases in student achievement.

PROGRAM ADMINISTRATION & 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 501(c)(3) 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 Boys and Girls Clubs of Tabula Rasa manages a twelve-month 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. Over the last two decades, 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 an MA in Public Administration and over 25 years of youth development experience, BGCTR Executive Director Kevin L. Kidd will provide administrative and programmatic oversight for this project. Over the past decade, 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 timely startup and implementation of project programs and activities. An excellent working relationship with each targeted site further enables effective management. Site Coordinators hired for the project, for example, are chosen by principals at each target school and BGCTR staff.

PROGRAM IMPLEMENTATION

In addition to our annual financial audits and three 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. Throughout

the year, 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 the 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 endemic.

DATA COLLECTION

BGCTR will utilize formal data collection, surveys, and on-going evaluation for monitoring and technical assistance. One of BGCTR's founding principles is to be data driven. Using Survey data, student academic performance data, and community needs assessment data, this program has been designed to meet the ever-changing needs of each target population.

Overall, 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 each program. BGCTR has developed a system that helps identify issues of concern and trends through the TRENDSTAT process. Each month, we review data related to student performance, engagement, and program goals to measure the strategic impacts of programming. This process allows for the implementation of corrective actions to ensure that identified issues are timely and 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.

In accordance with the intent of this proposal, BGCTR has constructed systems to develop, implement, and support enriching programming for students, caretakers, and families.

BGCTR also manages student data through our EZ Reports system and administers surveys with SurveyMonkey, for more actionable, real-time feedback on program activities from affected stakeholders.

3.4 Building Your Program Team (5 Points)

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 school staff and administrators, BGCTR staff and administrators, caretakers and students served, local law enforcement, local health department officials, The United Way, community leaders, and other local non-profits. As outlined in Section 3.5, each of the stakeholders were asked to give feedback on programmatic plans. Teachers, students, caretakers, BGCTR staff, and some community members were formally surveyed and asked to give input and feedback on program plans and specific site needs. Other organizational partners were consulted for guidance and feedback. Through these identified partnerships, members were asked to serve on our advisory team, and their letters of commitment have been submitted with this application.

All 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, evaluations, and sustainability plans. This team will communicate monthly to ensure the quality and fidelity of each program activity, and all members of this program team have agreed to support BGCTR in its efforts to fulfill the goals and objectives outlined in this proposal.

The role of this team will be to foster open communication between all stakeholders by engaging in an open dialogue that allows for the sharing of concerns, issues, and ideas. At its

onset, this group currently consists of (1) each site's Director of Curriculum and Instruction, (2) Facility Directors at each targeted site, (3) BGC Project and Site Directors, (4) Caretakers/Team Leaders and Students, and (5) Community Representatives from Twin Oaks Juvenile Development, the Florida Department of Juvenile Justice, The University of Florida Institute of Food and Agriculture Extension for Liberty and Calhoun County, 4H, Liberty-Calhoun Credit Union, The United Way, and Cat Family Records. The program will also have limited engagement with State Representative Halsey Beshears. Each of these team members represents one of five groups: Project Representatives, Caretaker and Family Representatives, Site Representatives, Community Representatives, or Political Representatives.

PROJECT REPRESENTATIVES will consist of the 21st Century staff, including the Project Director and Site Directors. As boots-on-the-ground professionals administering daily programming, BGCTR staff are the most direct and rooted contact points between what we project to achieve, for the purposes of this grant application, and what we can achieve throughout the school year. Overall, their PAT responsibilities will include maintaining open communication about program needs, coordinating group meetings, updating other stakeholders, and helping provide additional support for caretakers, students, and their imbedded sites and site communities.

CARETAKER, FAMILY, & STUDENT REPRESENTATIVES: Caretaker and Family representatives will also be chosen by each Site Director, based on current involvement with each program and any potential, strategic partnerships available for future projects. Residential programs are unique in that students are confined to 24-hour care, removed from parents and families, sometimes assigned state guardians. While Facility Directors are ultimately responsible for student wellbeing, students are also assigned daily caretakers and team leaders (referenced

throughout this grant application as “Caretakers”) that accompany students throughout each day, even monitoring sleep and other daily activities. Students are also assigned case managers that help set up their individual rehabilitation and success plans. Parents and other legal guardians are incorporated once every four months, during quarterly Family Days, but otherwise their involvement in programming is limited.

Caretakers, therefore, are one of the most important links between Facility Directors, Case Managers, Site Instructors, and Students and serve as key stakeholders for the purposes of the proposed programming. Ultimately, Caretaker and Family Representatives are selected from caretakers and team leaders that interact with students throughout each day, students that attend the program, and parents and guardians of enrolled students. As the direct targets of our programmatic interventions, students also represent the most important voices in this chain of leadership. All that we do as an organization is in service to their needs, in relation to the resources and needs of each respective community served. Overall, we hope to further hone and adjust our programmatic activities based on the feedback of these Caretaker and Family Representatives. While consistent survey administration will serve to inform decision-making over the school year, Caretaker and Family Representatives will help expedite and illuminate those programmatic decisions, putting them into a personalized context that better informs other stakeholders. Overall, we want to construct and administer programming that caretakers and students are excited about. To best execute that plan, we must empower caretakers and students and provide them with a platform that incorporates their voices into the decision-making processes that directly impact them.

SITE REPRESENTATIVES will be selected to serve as liaisons between each school and program staff. Site representatives provide valuable insight on the needs of each school and

district and are the first line of attack for encouraging student achievement and performance, engaging with caretakers and local communities, and relaying the needs of teachers, staff, and administrators throughout the school year. Although our program has not been designed to perfectly mirror the average school day, our goal is to supplement daily lessons and reinforce the importance of engagement, encouraging students to realize their full potential. Primarily, the goals of school representatives are: 1) help ensure that the 21C program supports each school's needs assessment; and 2) help provide mass communication to caretakers/team leaders and parents/guardians using built-in school networks and established communication norms.

COMMUNITY REPRESENTATIVES: Reintroducing students to their home communities is a primary goal of any residential treatment center. Community Representatives have been selected from targeted groups with expressed interest in collaboration. Their primary responsibilities are to support the overall sustainability plan by supporting grant applications and targeted fundraising appeals and to offer feedback and insight into specific community gaps and needs. The Community Representatives will also help relay community feedback about the program, including general issues of concern, programming suggestions, youth referrals, and potential partnerships.

POLITICAL REPRESENTATIVES: The last group consists of locally and state-elected officials and state agency representatives from law enforcement, juvenile justice, and local health departments. These representatives will be selected to help coordinate support services, connect our programs to funding, and connect BGCTR staff with community data that helps illuminate student opportunity and performance beyond traditional achievement metrics. For long-term success, it is critical that we engage with our targeted communities and elected officials. We must strive to impact not only the students directly served by daily or summer programming but

also the community writ large. A critical step in this process is engaging with local government leaders to address needs of the community. With the inclusion of local leaders and politicians, we have been able to successfully administer drug and violence prevention programs and plan to continue that programming. Political representatives will also be asked to provide presentations to students to learn about local and state government.

3.5 Engaging Stakeholders (6 Points)

BGCTR 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 caretakers/team leaders, 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; and 3) We engage directly with caretakers and students during each school week and BGCTR sponsored events throughout the school year.

As we designed our survey strategy, materials and questions were framed to gauge opinions from the following stakeholders: (1) Students; (2) Caretakers/Guardians; (3) Schools; and (4) Community Members. Students consist of students housed each site—AFYC and JUST. 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. Caretakers and Family

members consist of parents, guardians, or legal caretakers and team leaders. School stakeholders include certified teachers, staff, volunteers, and administrators.

BGCTR has developed a Memorandum of Understanding (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 other community stakeholders, outlined in Section 3.4. We have also established relationships with local law enforcement, city, and county government 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 AFYC and JUST, their administration beginning on March 15, 2022 and ending on April 5, 2022. Two survey designs were used. One survey was administered to caretakers and students. Designed to be age-appropriate, it gauges: 1) interest in afterschool and summer care for AFYC and JUST guardians and caretakers; 2) specific daily and hourly needs for afterschool and summer programming; 3) whether sites could afford supplemental care; 4) what caretakers 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 sites 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 Caretaker/Student surveys with front-office school administrators for direct distribution. Site Directors also hand-delivered surveys to caretakers 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 100% of each site's teachers and more than 50% 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 caretakers, students, teachers, and other relevant staff and administrators, and once-annual surveying of key community partners and local officials. Each survey phase will be coordinated by Site and Program Directors.

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 stakeholder engagement involves continued engagement with our Program Advisory Team (PAT), consisting of caretakers, 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 student engagement, 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, caretakers, parents/guardians, and community members through daily programming and special events. These informal assessments provide meaningful feedback and include overall program satisfaction, additional student/caretaker supports, and other program areas of need.

With continued engagement, 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 our 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 for each student will be disseminated to team leaders, allowing caretakers, teachers, and staff an open channel of continuous feedback on individual student needs. Summary evaluations will then be provided at quarterly Family Day 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.

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, DJJ School Accountability Reports, and School Improvement Plans for AFYC and JUST. Both programs are located in the Apalachicola Forest in Liberty County. Both schools are 24-hour residential treatment centers. These facilities are designated for youth who have been adjudicated by the courts and are committed to residential programs from 3-6 months. Because of the nature of both facilities, 100% of youth are classified as economically disadvantaged. According to Nicole Miller, Education Director at JUST and AFYC, over 85% of students entering these facilities are below grade level in English Language, Math Competency, and Science Competency, suggesting needed improvement with reading, writing, and math. Both JUST and AFYC also have high percentages of youth with disabilities. At AFYC, 100% of program youth qualify as developmentally disabled, as the youth in this facility are committed to undergo competency training for them to stand trial.

Survey results collected from teachers, caretakers, and students at AFYC and JUST recognize the need for after-school and summer programs to enhance youth experience in residential treatment. These same stakeholders reported that there are no opportunities for student enrichment in these programs without 21st Century Community Learning Centers. Free and reduced lunch rates, survey results, and other available data suggest that the facilities that house these youth are left with no alternatives, unable to access additional tutoring, after-school, and other enrichment programming. Caretakers, teachers, and students alike also reinforced

school-wide data on the necessity for additional support for math, reading, and writing competencies.

JUST SCHOOL DATA

JUST is a non-secure residential facility. According to Florida data, there are 45 students enrolled and three certified teachers employed. According to the DJJ School Accountability Report (2021), JUST shows promising student achievement with a 100% graduation rate and a 52% post-commitment employment rate. The data is even more promising when looking at student learning gains with 90% of students showing gains in Common Assessment Reading and English Language Arts and 95% of students showing learning gains in Common Assessments in Math. The SAR report also listed that 97% of students were promoted to the next grade level. While this data looks promising, a further review of this same report shows that only 52% of students reported post-commitment employment and only 7% reported any post-secondary education enrollment. According to the DJJ Comprehensive Accountability Report, a review of the student recidivism rates shows that students from JUST between the ages of 10-14 re-offend at a rate of 44%, and students ages 15-18 reported similar rates of recidivism (35%).

JUST VOICES & ACTIVITIES WANTED: SURVEY RESULTS

At the time of survey administration, Liberty JUST had 3 certified teachers and 27 students enrolled. Boys and Girls Clubs of Tabula Rasa, in partnership with school administration and Boys and Girls Club staff, received ten completed staff, teacher, and administrator surveys, three of which were from certified teachers, representing 100% of the total teacher population. Staff

also received Caretaker/Student survey responses from eleven parents, guardians, and caretakers, representing fifteen students (~56% of the total student population).

Of the teachers and staff surveyed, all marked a need for After-school and Summer programming. Site representatives all acknowledged that additional funding was not available for quality afterschool or supplementary care. According to the teachers surveyed, students' greatest struggles involved reading at grade level, writing at grade level, understanding math concepts, understanding science concepts, understanding teacher instructions, and general behavior and outlook (in-class behavior, getting along with other students, and making new friends).

Teachers and other staff also ranked the availability of snacks and meals, reading help, writing help, math help, art and music programs, fitness programs, science and engineering projects, health and wellness activities, drug and violence prevention programs, and behavioral improvement interventions as the both the areas of greatest student want and need. For general areas of improvement, teachers and staff ranked reading skills and math skills as consistently areas of greater concern than other categories.

Of the parents, guardians, and caretakers surveyed, none indicated that they could afford After-school programming out of pocket while two (~18%) said they could afford summer programming. All surveyed caretakers indicated that they needed After-school programming. All respondents also noted that no other similar programs were easily accessible. All caretakers also indicated that the availability of snacks and meals, fitness programs, and drug and violence prevention were the top areas of student need, while noting that math and reading help were also top priorities. All also noted a need for daily programming throughout the school year and summer months.

Reading help was the top result when students were asked what they wanted in a program, followed by music lessons, math help, writing help, and fitness and outdoor play. Students also said that they had the hardest time with math and reading, followed by enjoying school, making friends, and staying out of trouble.

AFYC SCHOOL DATA

With five certified teachers and 32 students enrolled, AFYC is a secure residential facility that provides competency training for students awaiting trial. According to Mario Garcia, AFYC Facility Director, every youth that comes into AFYC has one or more developmental disabilities. Because the AFYC is a residential facility overseen by the Department of Children and Families, there is no ESSA data to report. Data on Reading, English Language, and Math Achievement is also unavailable at the school level. While students take common Florida assessments, the student population is so low that traditionally tracked state data is not recorded or available through the Know Your School or other online portals. Despite the lack of data, a high population of students with developmental disabilities, coupled with the expressed needs for intensive remediation and interventions identified by the facility, have pushed the local school district to identify AFYC as in need of additional support services.

AFYC VOICES & ACTIVITIES WANTED: SURVEY RESULTS

Boys and Girls Clubs of Tabula Rasa, in partnership with school administration and Boys and Girls Club staff, received eleven completed staff, teacher, and administrator surveys, five of which were from certified teachers, representing 100% of the total teacher population. Staff also

received survey responses from twelve parents, guardians, and caretakers representing thirteen students—almost 41% 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 students served could afford After-school or Summer programming out of pocket.

According to the teachers surveyed, students struggled with most of the domains referenced—reading, writing, math, science, and general behavior. All teachers and most administrators and staff also consistently rated each student want and need domain as equally important, apart from technology education, film and video production, cultural programs, and character development.

Of the guardians and caretakers surveyed, only one indicated that they could afford After-school or Summer programming. All surveyed caretakers indicated that they needed After-school and Summer programming. All surveyed caretakers also noted that similar programs were not easily found in their communities. Caretakers also indicated that the availability of snacks and meals, fitness programs, drug and violence prevention programs, math help, career exploration, reading help, and health and wellness activities were the areas of greatest student need. All respondents also indicated a need for five days of weekly programming, Monday through Friday, for After-school and Summer care.

Of the students surveyed, two-thirds rated reading help and music lessons as the top two wants, followed by fitness and outdoor play, and writing help. Eighty percent indicated a desire for daily programming. Students also noted that they had the hardest time with reading, enjoying school, making friends, staying out of trouble, math, and science, in that order, with reading 10

out of 15 respondents noting difficulties with reading and 7 out of 15 noting difficulties with understanding math concepts.

SHARED TRENDS AND RESOURCE GAPS: WANTS AND NEEDS

In general, students in 24-hour residential care lack the analogous resources afforded to students in more traditional school environments. Most also come from economically disadvantaged backgrounds and demonstrate one or more special needs. Because of their inherent structural disadvantages, students in residential care need more outside support. A review of student achievement data, free and reduced lunch data, stakeholder surveys, and interviews with facility leadership show a need for Boys & Girls Clubs of Tabula Rasa Community Learning Centers at both JUST and AFYC. A review of the Best Practices in Education (BPIE) which is the residential equivalent of school improvement plans, shows that one of AFYC's goals is to provide the least restrictive environment possible for youth, incorporating developmentally appropriate behavioral supports. BGCTR programming, as outlined through this RFP, supports that framework.

3.7B Intentionally Designing Activities (20 Points)

BGCTR programming reflects a multi-tiered strategy that involves Career and College Readiness, Academic Enrichment, STEAM, Health and Fitness, Drug and Violence Prevention, and Family Intervention. These target areas have been chosen to effectively address the identified student deficiencies in college and career preparation, supplementing general skills in reading, writing, math, and science with the resources and skills necessary for future college and career success.

Overall, we implement programs and activities that follow the guidelines of the Every Student Succeeds Act, and all proposed activities will include evidenced-based interventions congruent with ESSA tiers of evidence-based intervention, with a primary focus on Tier 1, curriculum-based interventions. After assessing the needs illustrated in Section 3.6, BGCTR utilized the What Works Clearinghouse (WWC) to select and design high-impact program curriculum. BGCTR programming is designed around the following 21st Century approved activities: College and Career Competencies and Readiness, Academic Enrichment, STEAM, Healthy and Active Lifestyle, and Drug and Violence Prevention.

OPERATIONAL DESIGN

The program will operate two sites located in Liberty County. AFYC, located at 29806 SW Wilderness Camp Road, Bristol, Florida 32321, will operate Monday through Friday from 3:30-6:30 PM during the school year. The program will also operate a summer program, five days a week, from 3:30 pm- 6:30 pm. Saturdays hours are from 9:00-2:00 pm during the school year and summer. The program will operate 179 regular school days, 60 Summer days and 32 Saturdays and will serve 26 youth/day during the school year. Staff-to-student target ratios are 1:8 for Academic Enrichment and 1:8 for Personal Enrichment activities. The site will employ one site coordinator, two certified Teachers, and two part-time Staff. BGCTR will also host four Adult Family member service activities to offer families literacy, drug and violence prevention, and other educational and community development events.

JUST, located at 29841 SW Liberty Wilderness Camp Road, Bristol, Florida 32321 will operate Monday through Friday from 3:15 PM to 6:15 PM during the school year. The program will also operate a summer program, five days a week, from 3:15 pm- 6:15 pm. Saturdays hours

are from 9:00-2:00 pm during the school year and summer. The program will operate 178 regular school days, 59 summer days, 36 Saturdays and School Break days. -to-student targeted ratios will be 1:8 for Academic Enrichment and 1:8 for Personal Enrichment activities. The site will employ one Site Coordinator, two Certified Teachers, and two part-time Staff. BGCTR will also host four Family Member service activities to offer families literacy, drug and violence prevention, and other educational and community development events.

INTENTIONALLY DESIGNED ACTIVITIES

Using stakeholder surveys, interviews with partners, and student achievement data, the program team has chosen six core program areas of need based on the approved ESSA activities in this RFP. The following section outlines those six areas of program focus. The programming tiers are: 1) College and Career Readiness; 2) Academic Enrichment; 3) Science, Technology, Engineering, Art, and Mathematics (STEAM); 4) Healthy and Active Lifestyles; 5) Drug and Violence Prevention; and 6) Family Intervention.

Each area has specific curriculum, programs, and locally developed initiatives that are based on approved standards and strategies identified through the What Works Clearinghouse. Selected programs and activities primarily focus on Tier 1 interventions that have been supplemented by Tier 2, 3, and 4 strategies. The following sections outline each of the six core programming areas. Each section provides an overview of the needs addressed by this area, the rationale for choosing each area, sample strategies used for each 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, with a complete list of programs, a sample weekly schedule, a training schedule, and a detailed list of strategies used in the overall program design.

COLLEGE & CAREER READINESS: WWC REFERENCES & STRATEGIES

College and Career Readiness programming was designed using practice guides and strategies taken from the What Works Clearinghouse and published by the Institute of Education Science (IES). The specific practice guide used in the development of this program component is *Designing and Delivering Career Pathways* (IES, March 2021).

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

COLLEGE & CAREER READINESS: NEEDS ADDRESSED

Through analyzing site data and survey results, in conjunction with feedback from community partners, stakeholders identified a need for youth to be better prepared for college and the workforce. While most students from each site graduate and pass Florida assessments, very few pursue degrees, and only half find employment after graduation. While stakeholders expressed a need for student engagement in both soft and hard skills related to employment, overall, College and Career Readiness programming will prepare youth to take advantage of career and other postsecondary opportunities provided during Club hours.

COLLEGE & CAREER READINESS: FREQUENCY, RATIOS, & STAFFING

College and Career Readiness programming will be taught two times per week and will run quarterly, Wednesdays and Thursdays. Certified teachers will lead the program with support from Part-Time Staff, with a staff-to-student ratio of no more than 1:8.

COLLEGE & CAREER READINESS: PROGRAMS & CURRICULUM

DIPLOMAS-2-DEGREES: 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.

JOB READY: Workforce Readiness Program is a free BGCA curriculum that helps young people meet the workforce challenges of tomorrow. As students need safe spaces, positive mentorship, and work experiences today, the program allows students to explore their interests and passions, develop their employability skills, and 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, students embark on a journey to explore possible vocations, make sound educational decisions, and find success in the world of work.

MONEY MATTERS: 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, invest, start small businesses, and pay for college.

ACADEMIC ENRICHMENT: WWC REFERENCES & STRATEGIES

With the goal of further preparing students for collegiate success, BGCTR has designed the following academic enrichment program to increase student achievement, creating an environment for students to discuss concepts, compare ideas, justify methods, and articulate thinking—so they become active agents of their own learning. The program was designed using practice guides and strategies taken from the What Works Clearinghouse (WCC) and published by the Institute of Education Science (IES). Specific practice guides used in the development of this program component are: 1) Improving Mathematical Problem Solving in Grades 4-8 (IES, Oct 2018); 2) Providing Reading Interventions for Students Grades 4-9 (IES, March 2022); and 3) Improving Reading Comprehension (IES, Sept 2010).

The program adopted several strategies from these guides and used those strategies in the selection of program activities and curriculum. The primary strategies used in this decision process were: Strategy 1) Systematic instruction during intervention to develop student understanding of mathematical ideas (a 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 (a 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; and Strategy 5) Assist students in monitoring and reflecting on problem solving skills.

ACADEMIC ENRICHMENT: NEEDS ADDRESSED

Academic enrichment programming addresses the needs identified in student achievement data, surveys, and existing after-school support programs. While stakeholder surveys revealed

perceived deficiencies in academic achievement, enrichment programming is designed to address each site's need for supplementary college and career readiness. The academic rigor and critical thinking requirements for college programs outpaces the requirements of high school testing. To be competitive candidates in today's education market, students need to demonstrate academic skills that can translate to post-secondary success. By providing them with the critical thinking tools to succeed, BGCTR prepares students for either track they choose, simultaneously preparing them for both college degrees and expansive career exploration.

ACADEMIC ENRICHMENT: FREQUENCY, RATIOS, & STAFFING

Student to teacher ratios will be 1:8. 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 on the implementation of program curriculum as well as teachers to provide remedial and intensive tutoring and instruction.

ACADEMIC ENRICHMENT: PROGRAMS & 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 teaches staff to use all areas and programs to create opportunities to use high-yield learning activities to incorporate learning throughout 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.

EDGENUITY: BGCTR has incorporated this program at the request of the school district. The district has purchased Edgenuity software and has agreed to allow BGCTR to use the school computer lab to afford students additional instruction during after-school hours. Edgenuity is an online, individualized student diagnostic program that provides students with K-8 lessons in reading and math, providing students with personalized, reinforcing 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.

STEAM: WWC REFERENCES & STRATEGIES

Supplementing and enhancing College and Career Readiness and Academic Enrichment, BGCTR has also intentionally designed Science, Technology, Engineering, Art, and Math (STEAM) programming, using practice guides and strategies taken from the What Works Clearinghouse and published by the Institute of Education Science (IES). Specific practice guides used in the development of this program component are: 1) Assisting Students Struggling with Mathematics: Interventions in the Elementary Grades (IES, March 2021); 2) Using Technology to Support Postsecondary Student Learning (IES, May 19); 3) Encouraging Girls in Math and Science (IES, Sept 2007); and 4) Teaching Secondary Students to Write Effectively (IES, 2019).

The three primary strategies used in developing this core program area are: Strategy 1) Provide an environment that sparks initial curiosity and fosters long-term interest in math and science (a Tier 2 Intervention); Strategy 2) Provide an environment that sparks initial curiosity and fosters long-term interest in math and science (a Tier 4 Intervention); and Strategy 3)

Leverage partnerships to expose students to role models who have succeeded professionally in science and math (a Tier 4 Intervention).

STEAM: NEEDS ADDRESSED

STEAM programming addresses needs identified in stakeholder surveys as well as school-specific data on post-graduation success rates. A review of stakeholder surveys shows that caretakers, students, and teachers at each site listed wants and needs for additional science, technology, engineering, art, and mathematics programs, with a heavy emphasis on science-, math-, and art-based programming specifically.

STEAM: FREQUENCY, RATIOS, & STAFFING

Each site will conduct STEAM programming, Monday through Wednesday, throughout the program year. Daily sessions will consist of 45 minutes of instruction in science experiments, technology education, music and filmmaking, creative writing, and engineering. Certified Teachers will instruct each program block with support from PT Staff. BGCTR will employ subject-specific teachers that will focus the implementation of each program and curriculum. The ratio for STEAM programming will be 1:8.

STEAM: PROGRAMS & CURRICULUM

SCIENCE EXPLORERS: This hands-on experiential learning program 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 youth with lab coats and goggles. The goal of the program is to prepare youth for careers and

future classes in science and engineering. Youth will conduct monthly science experiments in small groups. Experiments include activities like making pickles, fossilizing eggs, making volcanoes, making film canister rockets, and experimenting with food science, electric current, and other concepts. Students will also engage in 3D and resin printing, designing, building, and printing their own projects, implementing a hands-on mathematical application, bridging academic achievement with real-world examples. Experiments and lesson plans will be developed by Certified Teachers, supplemented by curriculum from DIY STEM, Brain Gain and Foss Science Kits, all of which are research-based, BGCA programs.

ART KIDS 101: This course serves as an introduction on how to pursue creative goals—how to be an artist, how to create and distribute creative content, and how to work together on creative projects. Students learn to work as a team unit on shared creative goals—goals selected based on the individual creative interests of each cohort. Overall, students learn to work together on creative projects in a more professional and academically driven setting, pooling resources to improve technique and sustainability. This program operates in five-week cycles. Students learn about self-starting, branding, marketing, writing, music production, graphic design, photography, and videography.

FUTURE WARS: Future Wars is another hands-on experiential learning program supplemented by research- and evidenced-based strategies from DIY Stem, Brain Gain and Foss Science, designed for youth who learn by using their hands or through active participation. Youth will work in teams to complete engineering challenges. The program promotes team building, following instruction, comprehension skills, and problem 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 Certified Teachers. Sample projects include RC Car Races, Drone League Obstacle Courses, Model Engines, and Sumo Robot Wars.

HEALTHY & ACTIVE LIFESTYLES: WWC REFERENCES & STRATEGIES

The Healthy and Active Lifestyles core program was designed using practice guides and strategies taken from the What Works Clearinghouse and published by the Institute of Education Science (IES). The specific practice guide used in the development of this program component is Reducing Behavior Problems in the Elementary School Classroom (IES, Sept 2008).

Strategies used in the design and selection of curriculum and lessons are: Strategy 1) Assist students in monitoring and reflecting on the problem-solving process (a Tier 1 Intervention); Strategy 2) Provide systematic instruction during intervention to develop student understanding of mathematical ideas (a Tier 1 Intervention); Strategy 3) Guide students through focused, high-quality discussion on the meaning of text (a Tier 4 Intervention).

HEALTHY & ACTIVE LIFESTYLES: NEEDS ADDRESSED

Healthy Habits is the "Mind" component of the Triple Play program. The Healthy Habits curricula focuses on making choices that support a healthy eating pattern and physical wellness. This targeted program is made up of interactive practical activities that develop a young person's ability, confidence, and motivation to eat healthy for life. Outdoor Play was also one of the top priorities identified by both students and caretakers in stakeholder surveys, as programming that each wanted to see in this project. By combining the students' desire for outdoor play with a

curriculum that fosters learning in all aspects of the club, BGCTR will also be able to allow youth to experience practical applications related to reading, language, and math.

HEALTHY & ACTIVE LIFESTYLES: FREQUENCY, RATIOS, & STAFFING

Healthy and Active Lifestyles programs will be run daily for 45 minutes per day. Part-Time Staff will lead the instruction for each program, using lessons and curriculum listed below. The ratio of staff to students will be 1:8.

HEALTHY & ACTIVE LIFESTYLES: PROGRAMS & 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 skills. 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 like comparison, accurate counting and data collection, averages, distributions, 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 are part of the Triple Play curriculum, teaching 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.

DRUG & VIOLENCE PREVENTION: WWC REFERENCES & STRATEGIES

Drug and Violence Prevention programming was designed using practice guides and strategies taken from the What Works Clearinghouse and published by the Institute of Education Science (IES). The specific practice guide used in the development of this program was Preventing Dropouts in Secondary Schools (IES, Sept 2017).

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 (a Promising Practice); Strategy 2) Develop and continuously leverage partnerships to prepare students and advance their labor market success (a Tier 2 Intervention); Strategy 3) Guide students through focused, high-quality discussion on the meaning of text (a Tier 4 Intervention)

DRUG & VIOLENCE PREVENTION: NEEDS ADDRESSED

Identified through stakeholder surveys, a common concern was the need for Drug and Alcohol Awareness and Prevention. By incorporating discussion-led curriculum for BGCTR youth, the program will address this concern while providing a learning environment focused on high-

quality discussions and community transparency—informing students, caretakers, and communities writ large.

DRUG & VIOLENCE PREVENTION: FREQUENCY, RATIOS, & STAFFING

Drug and Violence Prevention programming will be taught two times per week during four, 6-week thematic units. PT Staff will teach this program and will maintain a staff-to-student ratio 1:8.

DRUG & VIOLENCE PREVENTION: PROGRAMS & 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. SMART Moves is curriculum-based programming that includes ready-made lessons that focus on building self-esteem, positive social skills, and the skills to avoid drugs and other

harmful influences. Lessons 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, and they practice resisting peer pressure in real-world scenarios.

FAMILY AND CARETAKER EVENTS: WWC REFERENCES & STRATEGIES

Family and Caretaker Events programming was designed using practice guides and strategies taken from the What Works Clearinghouse and published by the Institute of Education Science (IES). The specific practice guide used in the development of this program component is Preventing Dropouts in Secondary Schools (IES, Sept 2017).

The following approved strategies were also used to design programming: Strategy 1) Use communication and collaboration tools to increase interaction among students and between students, caretakers, and instructors (a Tier 2 Intervention); and Strategy 2) Provide coordinated comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways (a Tier 2 Intervention).

FAMILY AND CARETAKER EVENTS: NEEDS ADDRESSED

The primary needs addressed by this program are those tangible and intangible barriers between caretakers, students, and other school and community stakeholders. Overall, Family and Event Programming represents increased support services for caretakers and parents and guardians, providing a bridge of communication between caretakers, schools, guardians, and the community at large. Using BGCTR programming as a critical link, events provide supplementary

information and resources about school, careers, and community issues, further strengthening daily programming and reinforcing the bonds that help foster long-term success.

FAMILY AND CARETAKER EVENTS: FREQUENCY, RATIOS, & STAFFING

Family Event Day programming will be conducted four times per calendar year, once per quarter. Some elements of the program have been designed to provide daily interactions with caretakers, students, and teachers. Other parts of the program will focus on quarterly family day events that provide caretakers, parents, and students 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 member will also be assigned 12 students and establish consistent, daily contact with each of their caretakers.

FAMILY AND CARETAKER EVENTS: PROGRAMS & CURRICULUM

FAMILY EVENT DAYS: This program will host four quarterly Family Event Days that focus on literacy, program engagement, student highlights, and drug and violence awareness and prevention. 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 families 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 caretakers 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 several 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 has considered both internal and external factors related to student engagement.

Regarding 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 caretaker 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 to promote positive youth experiences.

The program staff will be sensitive to the diverse needs and experiences of targeted youth and consciously link program elements to desired outcomes, making allowances for youth who are intrinsically motivated to engage in activities that they feel they have developed themselves, while 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 that can activate feelings of competence, relatedness, autonomy, and relatedness to others, combined with activities that allow youth to relax, unwind and have fun. Therefore, BGCTR will employ five 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 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.

(3) Family Involvement/Communication Strategies – Retain youth by engaging with adult family members, through formal and informal outreach. BGCTR will host four Family Events throughout the year. Recruitment for these events will involve active recruitment strategies, with program staff and caretakers working together to engage in dialogue.

(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 students about the importance of afterschool programming. 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. Program staff will work with schools to curate presentations at Family Nights, sending out communications through school bulleting systems.

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 Liberty 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 three major partners, BGCTR has recruited other partnerships that will provide supplemental programming, support for the sustainability plan, participation in the Program Advisory Team, 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.

3.8 Recruiting and Retaining Quality Staff (10 Points)

Quality staffing is critical to the success of each program. To that end, BGCTR proposes to hire diverse, qualified team members capable of providing a consistent and positive afterschool environment that fosters dynamic programming and capitalizes on student and caretaker engagement. 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 1:8. 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. Again, 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 this 21st Century project, including purchasing, financial reporting, human resources, contract management, partner coordination, quality improvement and monitoring, supervising 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, Executive Director of BGCTR. Kidd

has an MA 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 implementation of 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 coordination of data collection with School District Liaisons. The position will require experience in outreach, program implementation, program evaluation, and consistent leadership.

SITE COORDINATORS: Two experienced Site Coordinators have been selected for each center. Both team members 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 caretaker involvement activities, plans management, and communication between each program and school. In addition to these duties, the Site Coordinator will serve as the direct link between caretakers, 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 1:8 at each site.

CERTIFIED TEACHERS: Two part-time teachers will be hired at each site for a total of four for AFYC and JUST. 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 teachers so that each site has one Lead Teacher tasked with working with students in need of additional support services, in the form of homework help 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 1:12 in their programming areas.

STAFF ACTIVITY WORKERS: The program will also hire four part-time Activity Workers (two per site) to maintain a student supervision ratio of 1:8, providing support to the Site Coordinators and Teachers, preparation of program supplies and materials, mentoring, and assistance to teachers with implementing all Project Based Learning activities, Academic Enrichment activities, tutoring, and College and Career Readiness help.

This position requires a minimum of a High School Diploma and is directly supervised by the Site Coordinator.

TRAINING & 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 21st CCLC 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 that programming 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 Advisory Team to implement targeted improvements and team recommendations. All trainings will be recorded and posted on our 21st CCLC YouTube page for directors to refer to and review with their staff.

3.9 Implementing with Fidelity (10 Points)

As one of BGCTR's founding principles is to be data driven, 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 21st CCLC 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 allows 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, reported to our Executive Director, and then reviewed with the Program Advisory Team. Continuous data collection includes (1) Enrollment and Average Daily Attendance (Monthly); (2) College and Career Statistics (Annually); (4) School Engagement and Attendance Records (Semi-Annually); (5) Teacher and Staff Surveys on Student Impact (Annually); (6) Attendance Logs for Family Event Days (By Event); (7) Student and Caretaker Satisfaction and Impact Surveys (Semi-Annually); (8) Feedback from Program Advisory 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 Coordinators, school officials, members, and caretakers to collect the 15 data points and develop a monthly TRENDSTAT report that will be submitted to the Executive Director. This report will then be presented to both the BGCTR Board president and the Program Advisory 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 Executive Director, 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 (Three times 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. Site monitoring will be conducted by the Area Director and the data specialist. 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 come up with 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 Executive Director weekly and report on program activities and successes. The Executive Director will then report to the Board President and review the results of TRENDSTAT 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 Advisory 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 Executive Director, 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 continued success of new implementations and corrective actions.

3.11 Plan for Sustainability (5 Points)

4-YEAR STRATEGIC PLAN OVERVIEW

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, our four-year strategic plan consists of covering operations through 75% government grants, 15% corporate giving, and 10% individual giving. In 2008, 100% of programming was funded through grants. Last year, grant funding made up 85% of our total operating budget.

By gathering feedback from the diverse sets of community stakeholders mentioned throughout this proposal, BGCTR staff used formal and informal assessments from students, caretakers, teachers, elected officials, and business leaders to develop a list of community concerns and needs. 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. Overall, our plan focuses on four areas: 1) Community

Engagement; 2) Targeted Marketing; 3) Creating an Optimal Club Experience; and 4) Targeted Resource Development Strategies.

COMMUNITY ENGAGEMENT

BGCTR will leverage existing partnerships to assist in identifying additional funding and in-kind partnerships to support program operation. The 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 support. The community engagement strategy will be implemented by all project staff, partners, and the Program Advisory Team. 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, and direct mailings) to engage donors and encourage new partnerships.

Indicators for success will include hitting quarterly goals for numbers of presentations at local civic groups, semi-annual presentations at school board meetings, school advisory council meetings, principals' meetings, and a 10% increase in local partnerships.

TARGETED MARKETING

The second strategy in our plan for sustainability is a mixed marketing strategy using print, telecommunication, and social media to promote programming and encourage financial support. The Project Director will work in conjunction with the Site Directors to develop and distribute

marketing materials highlighting the accomplishments and programming in our centers. The goal of this strategy is to increase engagement, solicit additional supports, and increase recruitment and retention metrics.

OPTIMAL CLUB EXPERIENCE

The third 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 but also captivate student interest. The goal is to offer adaptive programming that encourages community support and increases civic pride, which will ultimately lead to increased local support. This strategy will be implemented by all program staff, partners, and the Program Advisory 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 STRATEGIES

The fourth strategy of our strategic plan is a targeted resource development strategy incorporating site-specific fundraising, grant-writing, individual donor campaigns, and corporate solicitations. The resource development portion of the strategic plan is, overall, designed to create and curate a culture of philanthropy, allowing 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 attached Strategic Plan.

Specific activities will include our annual Giving Tuesday Campaign, Individual Donor Campaigns, Fundraisers, OJP Grant Submissions, and United Way applications. Indicators of success will be program funding, numbers of individual donors, number of corporate donors, and a reduction in grant dependency. Over the next four years, our goals are to increase program funding by 25%, increase the number of individual donors by 100%, increase the number of corporate donors by 100%, and reduce grant dependency by 10-20%.