

21stCCLC 2022-23 Grant Narrative Greenville/Madison Central School

3.1 Project Abstract

Boys & Girls Club of Tabula Rasa operates the Madison Central Site located at 2093 W US 90, Madison, FL 32340. 45 students are provided programming during the school year and summer from 3:15 pm to 6:15pm during the school year and 8:00am-6:00pm during the summer, Monday-Friday and Greenville Elementary Site located at 729 SW Overstreet Ave, Greenville, FL 32331 of Community Learning Centers. 35 students are provided programming during the school year and summer from 3:15 pm to 6:15pm during the school year Monday-Friday beginning 8/17/2022 to 7/27/2022. Program activities include Academic Enrichment, Science, Technology, Engineering and Mathematics (STEM); Healthy and Active Lifestyle; Drug and Violence Prevention; Career Competencies and Career Readiness.

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 County. Now, we serve youth at Madison County Central School, Greenville Elementary School, Pinetta Elementary School, and Lee Elementary School.

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 Delinquency 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. Please see attachments in section 3.8B for complete job descriptions.

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 attendance, student performance, 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 and families. These systems also include partnerships with local school districts to collect student achievement data and gather ongoing input regarding student needs. 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, parents 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 through surveys and informal interviews. 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 school district's Director of Curriculum and Instruction, (2) Principals at each targeted school, (3) BGC Project and Site Directors, (4)

Parents and Students, and (5) Community Representatives from organizations like United Way, the Chamber of Commerce, Twin Oaks Juvenile Development, Impact Hunger, the Florida Department of Juvenile Justice, and Cat Family Records. The program will also have limited engagement with State Representative. Each of these team members represents one of five groups: Project Representatives, Family Representatives, School 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 parents, students, and their imbedded schools and communities.

FAMILY REPRESENTATIVES: Two 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. Family Representatives will consist of both parents and students that attend the program. As the direct targets of our programmatic interventions, parents and students represent the most important voices in this chain of leadership. All that we do as an organization is in service to family 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 Family Representatives. While consistent survey administration will serve to inform decision-making over the school year, Family

Representatives will help expedite and illuminate those programmatic decisions and put them into a personalized context that better informs other stakeholders. Overall, we want to construct and administer programming that parents and students are excited about. To best execute that plan, we must empower parents and students and provide them with a platform that incorporates their voices into the decision-making processes that directly impact them.

SCHOOL REPRESENTATIVES will be selected with the purpose of serving as liaisons between each school and program staff. School 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 parents 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 attendance, homework, testing, and encouraging students to realize their full potential. Primarily, the goal of school representatives will be to: 1) help ensure that the 21C program supports each school's needs assessment; 2) represent 21C concerns at school district meetings; and 3) help provide mass communication to parents using built-in school networks and established communication norms.

COMMUNITY REPRESENTATIVES have also 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 Representatives will also help relay community feedback about the program, including general issues of concern, programming suggestions, youth referrals, and potential partnerships. The rationale behind the selection of

these partners is to find those who are interested in improving the quality of afterschool programming in support of bettering the overall community.

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. An increase in violent crime, for example, is an area that community leaders in Madison County and local law enforcement officers have appealed to for help. 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. This can include trips to the state capital, visiting city hall, and other local government agencies.

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 Madison County Central or Greenville Elementary School. 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 Madison Central and Greenville 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 Madison Central or Greenville 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. 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 stake holder engagement involves continued engagement with our Program 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 showcases: 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 Madison Central and Greenville 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.

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 Madison Central and Greenville Elementary Schools. Based on the ESSA Federal Index, Madison Central and Greenville Elementary have both been identified for additional support, Madison Central scoring 37% on the Federal Index and Greenville with 30%, respectively. Both schools are also predominantly made up of economically disadvantaged students—100% for both Madison Central and

Greenville Elementary. 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. Both schools are also made up of predominantly minority students. 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 Madison Central and Greenville 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.

MADISON CENTRAL SCHOOL DATA

The student population at Madison County Central School is 934 students, with 53 certified teachers. In 2021, the school reported that 19.7% of enrollment was comprised of Students with Disabilities. In 2021, their ESSA Federal Index was also listed at 37%, categorizing Madison 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, 71.1% of students scored at Level 1 or 2 in English Language Achievement. In Math Achievement, 72.2% scored below a Level 3. 67% of students also scored at Levels 1 or 2 in Science Achievement. This data shows that, in 2021, nearly 75% 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 Madison 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; 80% were African American. According to Madison’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.

MADISON VOICES & ACTIVITIES WANTED: SURVEY RESULTS

In March of 2022, Boys and Girls Clubs of Tabula Rasa, in partnership with school administration and Boys and Girls Club staff, received 21 completed staff, teacher, and administrator surveys, 16 of which were from certified teachers, representing more than 30% of the total teacher population of Madison Central. Staff also received Parent/Student survey responses from 47 parents, representing 31 students (almost ~4% of the total student population).

Of the teachers and staff surveyed, all marked a need for After-school and Summer programming while also noting 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 accurately completing homework, reading at grade level, understanding math 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 homework completion, reading, and conceptual math mastery all scoring higher than other tested domains.

Teachers and other staff also ranked technology education, available snacks and meals, homework help, reading help, math help, drug and violence prevention, and art/music programming as the greatest areas of student need. For student wants, teachers and staff alike noted the availability of snacks and meals, physical fitness, homework help, technology education, math help, and art and music programming. For general areas of improvement, teachers and staff ranked all measured categories of improvement as equally important (Student Engagement with School, School Connection to Community, Resources for Students, Student Attendance, Student Behavior (In Class), Homework Completion, Parent Involvement in Student Education, Reading Skills, and Math Skills).

Of the parents surveyed, only one (5%) indicated that they could afford After-school or Summer programming. 16 out of 20 parents also noted that After-school programming was not easily accessible in their community, while 80% indicated that they needed After-school programming, with 75% indicating a need for Summer programming. Parents also noted that reading help, math help, and homework help were the top three child needs, while also indicating a need for health and wellness and available snacks and meals. 90% of respondents indicated

needs for five days of weekly programming, Monday through Friday. 95% indicated a need for three hours a day during each school week. 90% of respondents also noted a need for daily summer programming, most of which (80%) selected a need for eight hours of programming across five days a week.

Of the students surveyed, 100% indicated a desire for daily programming. Overall, students marked homework help as the top priority, followed by field trips, reading help, math help, fitness and outdoor play, writing help, and science projects and experiments. Students also indicated that they had the hardest time with physical education and sports, getting along with other students, homework, reading, math, and staying out of trouble.

GREENVILLE SCHOOL DATA

Greenville Elementary is made up of 96 students and 6 certified teachers. With a Federal Index Score of 30%, in 2021, the school also reported that almost 12.5% of their enrollment was comprised of students with disabilities, 100% of which were designated as economically disadvantaged. More than half of the student population also scored below grade level in Math, English, and Science. According to student achievement data, 65.6% of students scored below grade level in English Language Achievement. 64.8% of students also scored below grade level in Math Achievement. 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.

Like Madison, school demographics are also predominantly made up of economically disadvantaged and minority students, with 84% of the school population comprised of African American students. 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 Greenville'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.

GREENVILLE VOICES & ACTIVITIES WANTED: SURVEY RESULTS

Boys and Girls Clubs of Tabula Rasa, in partnership with school administration and Boys and Girls Club staff, received eight completed staff, teacher, and administrator surveys, six of which were from certified teachers, representing 100% of the total teacher population. Staff also received Parent/Student survey responses from 30 parents, representing 33 students (almost 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 reading at grade level, understanding math concepts, understanding science concepts, understanding teacher instructions, and staying out of trouble.

Teachers and other staff also ranked each of the following tested domains as equally important for student wants and needs: Snack/Meals, Homework Help, Reading Help, Math Help, Art / Music Programs, Fitness Programs, Science and Engineering Projects, Health and Wellness Activities, Career Exploration, Technology Education, Drug and Violence Prevention Programs, Cultural Programs, Character Education and Social Skills, and Behavioral Improvement Interventions. Teachers also noted that the following domains were of equal weight in needing improvement: Student Engagement with School, School Connection to Community, Resources for Students, Student Attendance, Student Behavior (In Class), Homework Completion, Parent Involvement in Student Education, Reading Skills, and Math Skills.

Of the parents surveyed, all (100%) indicated a need for free, daily After-school and Summer programming. All parents also noted that After-school and Summer programming was not easily found in their community. Parents also indicated that homework help, reading help, the availability of snacks and meals, and math help, were the areas of greatest need, followed by technology education, science and engineering projects, career exploration, and art and music programs.

Of the students surveyed, all (100%) indicated a desire for daily programming. Overall, students marked field trips as their greatest want, followed by music lessons, art and painting, cooking lessons, and swimming lessons. Students also noted, by a large margin, the most difficulty with math and reading. Roughly 87% noted struggles with math, and 80% noted

struggles with reading. 33% also indicated struggles with science, while only 20% noted difficulty with completing homework.

SHARED TRENDS AND RESOURCE GAPS: WANTS AND NEEDS

When the evidence is viewed holistically, Madison Central and Greenville 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 75% of the students at Madison Central and Greenville. 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. Madison Central has higher than average rates of free and reduced lunch, and both schools have high rates of community poverty, with 100% of each school population made up 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 providing 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 focused on career exploration, creative arts, and other personalized support. For Madison Central, a review of existing services shows that there are tutoring and mentoring services available for students, but they are either paid programs, which most families are unable to afford, or target specific genders. None are available for Greenville Elementary.

As outlined in Section 3.7, BGCTR has designed and implemented programming at Madison Central and Greenville 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 experiments, and career development.

3.7B Intentionally Designing 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 (ESSA), 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 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 21Century approved activities: Academic Enrichment, STEAM, Healthy and Active Lifestyle, Drug and Violence Prevention, Career Readiness, and Family Involvement.

OPERATIONAL DESIGN

The program will operate two sites located in Madison County. Madison Central School, located at 2093 US Highway 90 W, Madison FL 32340, will operate Monday through Friday from 3:00-6:00 PM during the school year. The program will also operate a summer program, five days a week, from 8:00 AM to 6:00 PM. The program will operate 174 regular school days with 6 early release days and 24 summer days. MCCC will serve 45 youth/day during the school year and 51 youth/day during the summer. Madison Central 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.

Greenville Elementary School, located at 729 SW Overstreet Ave, Greenville, FL 32331, will operate Monday through Friday from 3:00 PM to 6:00 PM during the school year. The program will operate 174 regular school days with 6 early release days and serve 35 youth/day. Greenville Elementary 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.

INTENTIONAL ACTIVITY DESIGN

Based on 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) Academic Enrichment; 2) Science, Technology, Engineering, Art, and Mathematics (STEAM); 3) Healthy and Active Lifestyles; 4) Drug and Violence Prevention; 5) Career Readiness; 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.

ACADEMIC ENRICHMENT: WWC REFERENCES & STRATEGIES

BGCTR has designed the following academic enrichment program to increase student achievement and create 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 in Kindergarten through (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. (Tier 2 Intervention) 5) Assist students in monitoring and reflecting on problem solving skills. (Tier 2 Intervention)

ACADEMIC ENRICHMENT: NEEDS ADDRESSED

Academic enrichment programming addresses the needs identified in 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, 70% of PES students scored at Level 3 and below; 66.7% of LES students scored below grade level. Math scores showed similar results in that 45% of PES students scored at Level 1 or 2, and 35.1% of students at LES scored at Level 1 or 2. 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 and Understanding

Math and Science Concepts. Parents and students echoed these concerns, reporting the need for additional help in reading, math, and homework completion. When achievement and survey data are combined with the lack of additional support services affordably available to each community, a strong case is made for the necessity of BGCTR Academic Enrichment programming.

ACADEMIC ENRICHMENT: FREQUENCY, RATIOS, & 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 on the implementation of program curriculum as well as teachers to provide remedial and intensive tutoring and instruction. Staff will maintain a 1:15 staff to student ratio.

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. The program also encourages parental involvement, collaborations with schools, and incentives for youth participation.

POWER HOUR is also an evidence-based intervention developed by Boys & Girls Club of America. 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 needs.

I-READY: As an example of one strategic partnership, BGCTR has incorporated this program at the request of the school district. The district has purchased I-Ready software and has agreed to allow BGCTR to use the school computer lab to afford students additional instruction during after-school hours. I-Ready 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 the tutoring and remediation program for small group and individualized instruction.

STEAM: WWC REFERENCES & STRATEGIES

Supplementing and enhancing 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) 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 each School Improvement Plan, Know Your School Portal data on Science, Math, and English testing, and stakeholder surveys. While both targeted schools have large populations below grade level at Reading and Math, they also score similarly low on Science Achievement, most students scoring below grade level. A review of stakeholder surveys also shows that parents, 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 1:15.

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. Youth will prepare experience monthly science projects under the guidance of certified teachers. Experiments will be showcased on school display as well as BGCTR social media, including YouTube, Facebook, and Instagram. Programs will be showcased on social media to promote family involvement by allowing parents to replicate the experiments with youth at home. Experiments include activities like making pickles, fossilizing eggs, making volcanoes, making film cannister rockets, and experimenting with food science, electric current, and other concepts. Experiments and lesson plans will be developed by Certified Teachers, supplemented by curriculum from Mind Work and Foss Science Kits, both of which are research-based.

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 MindWorks 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 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 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

Outdoor Play was one of the top priorities identified by both students and parents in stakeholder surveys, as programming that each 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 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 1:20.

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.

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: 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 brought up in discussion 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, parents, 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 1:15.

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.

CAREER READINESS: WWC REFERENCES & STRATEGIES

The 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 *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.

CAREER READINESS: NEEDS ADDRESSED

Through analyzing stakeholder survey results, in conjunction with feedback from community partners, stakeholders identified a need for youth to be better prepared for the workforce.

Stakeholders expressed a need for student engagement in both soft and hard skills related to employment. Overall, Career Readiness programming will prepare youth to take advantage of career and other postsecondary opportunities provided during Club hours.

CAREER READINESS: FREQUENCY, RATIOS, & STAFFING

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 1:15.

CAREER READINESS: PROGRAMS & CURRICULUM

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.

DIPLOMAS2DEGRESS: 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: 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.

FAMILY AND PARENT EVENTS: WWC REFERENCES & STRATEGIES

Family and Parent 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, parents, 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 PARENT EVENTS: NEEDS ADDRESSED

The primary needs addressed by this program are those tangible and intangible barriers between parents, students, and other school and community stakeholders. Overall, Family and Event Programming represents increased support services for parents, providing a bridge of communication between parents, schools, and the community at large. Using BGCTR programming as a critical community link, events provide supplementary information and resources about school, careers, and community issues, further strengthening daily programming and reinforcing the community bonds that help foster long-term success.

FAMILY AND PARENT EVENTS: FREQUENCY, RATIOS, & STAFFING

Family and Parent Event programming 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 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 be assigned 12 students and establish consistent, daily contact with each of their parents.

FAMILY AND PARENT EVENTS: PROGRAMS & CURRICULUM

DAILY PARENT COMMUNICATION: For the last 15 minutes of each day, all staff will be engaged with parents and meet with them 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 to educate parents and students about the dangers of opioids in our community. The program will invite guest speakers with knowledge in drug-related areas to talk to parents and students and provide information and referral resources for families in need of support.

FAMILY NIGHTS: This 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 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 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 each needs assessment.

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

In regard to 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 to promote positive youth experiences.. 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 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. Work to ensure consistency in staffing, hiring staff that will commit to work through the entire four years of the program.

(3) Family Involvement/Communication Strategies – Recruit youth by advertising to adult family members, through formal and informal outreach. BGCTR will host 8 Family Events throughout the year. Recruitment for these events will involve active recruitment strategies, with 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 arrive to pick up their children. 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 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. 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. BGCTR 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 and other community centers and events.

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 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 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 1:12. 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: 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 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 be responsible for maintaining a youth supervision ratios at each site.

CERTIFIED TEACHERS: Two part-time teachers will be hired at each site for a total of four for Madison Central and Greenville 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 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 (2 per site) to maintain a student supervision ratio of 1:12, providing 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 & 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)

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 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) 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 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 directors, school officials, members, and parents 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 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.

Like many nonprofits, BGCTR adapted in response to the 2020 pandemic. For nearly two years, the rapidly changing universe of youth service and education was heralded in by the necessity of staying in. The sustainability of programming, however, is related to more than just the modern delivery of services. We also had to identify program and funding strategies that meet the speed of change in the current market.

Our four-year strategic plan was developed with these changes in mind. By gathering feedback from the diverse sets of community stakeholders mentioned throughout this proposal, BGCTR staff used formal and informal assessments from students, parents, 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 in the form of reports, photos, ads, videos, and other content showcasing 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%.