

5.1 Project Abstract or Summary

The 21st Century Community Learning Center Program at the Newtown Estates Park Boys & Girls Club in Sarasota, Florida, provides children in kindergarten through 8th grade from Emma E. Booker Elementary School and Booker Middle School, as well as their families, with project-based learning opportunities for academic enrichment after school. The goal of the Program is for the child participants to ultimately achieve state student standards in core subjects including math, reading and science, while their families receive educational services including, but not limited to, literacy training and GED preparation.

5.2 Needs Assessment

Although Sarasota is internationally recognized for its vibrant culture, renowned tourism, and wealthy retirees, the community faces severe challenges that will threaten its perceivably profitable economic future if federal dollars do not support Sarasota's current critical assets, specifically the academic success of its children. Other examples of the severe challenges the community faces that revolve around its youth and teens who are not on a path toward academic success include drug abuse, gang violence, crime, inadvertent pregnancies, and school dropout. These threats can all be avoided through investment in youth academic programs. In order to prepare Sarasota's future leaders to sustain an economically sound community, the Boys & Girls Clubs of Sarasota County respectfully requests the Florida Department of Education Bureau of Family and Community Outreach to fund the 21st Century Community Learning Centers Program (21st CCLC Program) at the Newtown Estates Park Boys & Girls Club, which is located in a poverty-stricken, crime-ridden neighborhood at 2800 Newtown Boulevard, Sarasota, FL 34234.

The purpose of the 21st CCLC Program at the Newtown Estates Park Boys & Girls Club is to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program will help

participants meet state student standards in core academic subjects, such as math, reading and science; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children. Our target population for the 21st CCLC Program is students attending kindergarten through 8th grade in two Florida schools that are eligible for Title I School-Wide Program services, and where at least 40 percent of the student body comes from low-income families, as demonstrated by free and reduced-price lunch status, and their adult family members. The two target Title I schools include Emma E. Booker Elementary School, which is located at 2350 Dr. Martin Luther King Way, Sarasota, FL, 34234, and Booker Middle School, which is located at 2250 Myrtle Street, Sarasota, FL 34234. According to the Florida Department of Education's 2014-15 Preliminary Informational Baseline School Grade report, Emma E. Booker Elementary School earned a D school grade, while Booker Middle School earned a C school grade.

Florida Comprehensive Achievement Tests (FCAT) are used to measure the progress of students in all schools in achieving the Florida Standards that will ensure they finish school and are prepared to enter college or the workforce. The most recent FCAT results from 2014 are indicated in the chart below. The students at our targeted schools placed last in the district in the FCATs and are at high-risk for dropping out of school before they graduate because reading, math and science are significantly challenging subjects for them to comprehend.

Percent Students Proficient in Key Subject Areas (2014 FCAT 2.0 Results)

| School | Proficient in Reading | Proficient in Math | Proficient in Science |
|---|-----------------------|--------------------|-----------------------|
| Emma E. Booker Elementary School | 46.34% | 32.93% | 27.42% |
| Booker Middle School | 49.13% | 39.37% | 38.50% |
| <i>District Average for Elementary School</i> | <i>71.05%</i> | <i>64.76%</i> | <i>66.42%</i> |
| <i>District Average for Middle School</i> | <i>69.76%</i> | <i>69.33%</i> | <i>61.94%</i> |

FCAT scores are not the only indicator utilized to determine the target population for the proposed 21st CCLC Program. According to the Lunch Status Data By School 2015-16 Survey 2 as of 12/18/15 from the Florida Department of Education, there are 553 total students at Emma E. Booker Elementary School with 489 of those students eligible for free lunch and 6 students eligible for reduced-price lunch. Together, those statistics indicate that 89.6 percent of the elementary school's student body comes from low-income families, as demonstrated by free and reduced-price lunch status. At Booker Middle School, 562 students out of a total 780 students are eligible for free lunch, while 18 other students are eligible for reduced-price lunch. When combined, those numbers show that 75.4 percent of the middle school's student body comes from low-income families, as demonstrated by free and reduced-price lunch status (FLDOE).

Free/Reduce-Priced Lunch Percentage, According to Florida Department of Education

| School (Population) | Free or Reduced-Price Lunch Percentage of Population |
|----------------------------------|--|
| Emma E. Booker Elementary School | 89.6% |
| Booker Middle School | 75.4% |
| <i>District Average</i> | <i>47.6%</i> |

Further research identified through the U.S. Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation shows the 2016 poverty guideline for a family of four in the United States is set at \$24,300. According to participant-intake records possessed by the Newtown Estates Park Boys & Girls Club, approximately 63.8 percent of the Club participants from Emma E. Booker Elementary School and Booker Middle School come from families whose annual household income is at or below \$23,000, which is even less than the \$24,300 national poverty guideline and indicates that our target population is considered low-income. Research from the 2014 United Way Suncoast Asset Limited, Income Constrained, Employed (ALICE) Report explores the poverty situation at more of a local level. In the report,

United Way Suncoast presented approximately \$53,430 as the average Sarasota Household Survival Budget for a family of four with two adults, an infant and a pre-kindergartener. The Household Survival Budget is a realistic measure estimating what it costs to afford the five basic household necessities including housing, childcare, food, transportation and health care.

Household Survival Budget for Family of Four in Sarasota County
2014 United Way Suncoast ALICE Report

| Basic Household Expense | Average Cost |
|-----------------------------|-----------------|
| Housing | \$995 |
| Child Care | \$1,167 |
| Food | \$531 |
| Transportation | \$699 |
| Health Care | \$426 |
| Miscellaneous | \$405 |
| Taxes | \$229 |
| <i>Monthly Total Income</i> | <i>\$4,452</i> |
| <i>Annual Total Income</i> | <i>\$53,424</i> |

When comparing the participant-intake records of the targeted audience who attend the Newtown Estates Park Boys & Girls Club to the average Sarasota Household Survival Budget figure, 97.7 percent of the Club participants come from families whose annual household income is below \$53,430, which would classify them as low-income. This bare-minimum budget does not allow for any savings, leaving a household vulnerable to unexpected expenses, only affording to live a very modest financial lifestyle.

Students at Emma E. Booker Elementary School and Booker Middle School have fallen far behind their peers in their quest to acquire basic skills in reading, math and science. Without help to achieve competency in these core subject areas, they are at high risk for never finishing high school, and continuing a cycle of poverty. According to a study conducted by the Community Foundation of Sarasota County, 80 percent of Sarasota's children that come from low-income families are not proficient in reading by the end of 3rd grade. The Annie E. Casey Foundation concurs "the research basis for focusing on reading proficiency by the third grade is

an essential step toward increasing the number of children who succeed academically and do well in their lives and careers.” The Boys & Girls Clubs of Sarasota County is proud to be a partner with the Sarasota County School Board and the Community Foundation of Sarasota County in the joint efforts of addressing students’ significant barriers to success of the targeted schools by bringing the Campaign for Grade Level Reading into the proposed 21st CCLC Program. With more than 46 years of experience in youth development, the Boys & Girls Clubs of Sarasota County are experts in enabling all young people, especially those who need high-quality programs the most, to reach their full potential as productive, caring, responsible citizens through services designed to enrich their academic success, graduate high school, and become successful adults, which ultimately encourages the Club participants to break the cycle of poverty.

As part of the process undertaken by the Boys & Girls Clubs of Sarasota County to determine the need for the 21st CCLC Program, references will be made to a recent survey conducted with stakeholders, including parents, teachers and students from the targeted schools.

Surveys asked parents questions regarding home life, academic needs and aspirations for their children, as well as, their own educational needs. When asked where their children are during non-school hours, 43.5 percent of parents indicated that they are either home alone, babysitting siblings, being babysat by a sibling or in an unknown neighborhood location or playing with friends. Only 7 percent of parents said their children are with them after school. This indicates that almost half of the children of parents surveyed face yet another risk factor, a lack of supervision during non-school hours. When asked what they felt their children needed help with after school, 86 percent indicated reading, 76 percent indicated math and science. Parents also indicated that their children need positive role models (73 percent) and ways to improve their behavior (68 percent). When asked about their own needs, and what they would

like to see the program offer, parents indicated they needed GED preparation classes, English as a Second Language, literacy and digital technology training.

Teachers surveyed were asked what they felt their students at the targeted schools needed most. The top answers included academic remediation, academic support, additional support in math and reading, critical thinking skills and problem solving skills. Other identified needs included respect, responsibility, self-value, social development and the ability to overcome family obstacles; family programs/support, and good role models/mentors.

Student questionnaires indicated that 70 percent are home alone after school. Approximately 50 percent said they did not have the supplies needed to do their school work. Over 50 percent indicated there is usually no one to help them with their homework. Most indicated they would like to be in programs that help them with bullying, drug prevention, peer pressure and problems kids face. Over 70 percent indicated they would like to spend more time with caring adult mentors.

To meet the above needs of our targeted populations, including both students and their caretakers, we successfully applied to run the 21st CCLC Program in four Sarasota County school sites, including Emma E. Booker Elementary School and Booker Middle School, starting in the 2015-16 school year. However, there is still a great need for this after-school program to be ran at the Newtown Estates Park Boys & Girls Club, serving a different group of students who attend Emma E. Booker Elementary School and Booker Middle School. The addition of the proposed 21st CCLC Program will not duplicate services already being offered to children nor serve the same audience at the existing 21st CCLC Programs at our targeted schools. The proposed addition will help close the gaps in services where the resources currently available are insufficient to meet the after-school needs of the Newtown community. The proposed 21st CCLC Program is the result of the needs assessment and a study of the demographics that indicate children in Emma E. Booker Elementary School and Booker Middle School have the

greatest need for after-school programs that will boost their academic gains and keep them from becoming future high school dropouts.

| Risk Factors Identified | Identified Needs |
|--|--|
| Poverty | Assistance with school supplies, food and basic needs of children in poor families |
| Academic Failure | Additional learning opportunities; Project-Based, Student Led Learning |
| Lack of Adult Supervision After School; Lack of Mentors; Lack of Homework Help | A safe, adult supervised environment in non-school hours |
| Lack of Positive Adult Role Models | Mentoring opportunities |
| Lack of Homework Help | Knowledgeable adult to provide homework assistance |

5.3 Program Evaluation

5.3a – Evaluation Plan

External Program Evaluator: The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will serve as the external evaluator for this project. CASPER was selected after an exhaustive search process and based on past performance providing evaluation to the Boys & Girls Clubs of Sarasota County. CASPER will oversee all aspects of program evaluation, including formative, summative, and data reporting. The Lead Evaluator of CASPER will personally conduct all evaluation tasks. The lead evaluator was a middle school teacher and has been conducting evaluations of educational programs for nearly 20 years, with the past 12 years focused on 21st CCLC Programs. Led by a professional evaluator and licensed psychologist, CASPER has overseen the evaluation of over 500 educational programs. As an active member of the American Evaluation Association and American Psychological Association, evaluations will be conducted under the ethical codes and procedures of these professional organizations.

Evaluation Plan: This 21st CCLC proposal is firmly rooted in a commitment to continuous improvement of operations, services and outcomes. The cornerstone is a logical process of

planning, data collection, analysis, reporting and refining. As such, evaluation will include three connected elements: continuous improvement, formative evaluation and summative evaluation. Ongoing evaluation will be conducted using the **Continuous Improvement Model (CIM)**, a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing change in student's actions, attitudes, knowledge, and performance.

Data Collection and Timeline: The following provides the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency with which the data will be collected. When possible, specific instruments are listed. Details about measures specific to objectives is provided in the objectives table (attached). Data collection will include: (1) Average daily attendance and student enrollment (**Monthly**); (2) State Standardized Assessments in ELA/Reading, Math, and Science (**Annual**); (3) End-of-Course Examination in Algebra, as required for 21st CCLC (**Annual**); (4) School Grades in ELA, Math, and Science (**Quarterly**); (5) Student attendance records during regular school day (absences /

tardiness) (**Quarterly**); (6) Behavioral and Discipline Data on Students (**Quarterly**); (7) Pre-post knowledge assessments, where appropriate and proposed (**Bi-Annual**); (8) Physical Fitness Assessments (**Quarterly**); (9) Teacher Surveys on student impact / change (**Annual**); (10) Student and Parent Satisfaction and Impact Surveys (**Annual**); (11) Attendance logs from parent events (**Monthly**); and (12) ALPS data showing program impact on adult family members of participating students (**Monthly; By Event**).

Data Collection and Reporting: The school principals were directly involved in writing this application and have agreed to provide any and all necessary data to complete the proposed and required state and federal evaluation reporting requirements. The Boys & Girls Clubs of Sarasota County also have long-standing relationships with the school district, who already provide incredible access to performance data (with parent consent) for other programs. Ultimately, the program will have access to submit information to the FLDOE, including student grades, FSA and FCAT test scores, end of course examinations, and district diagnostic results. The program will collect and provide at least annual teacher surveys on student progress, parent surveys, student surveys, and staff surveys on program implementation. All survey data will be collected through online systems to ensure accuracy of collected data, either those provided by the FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principal has agreed to assist in encouraging completion of surveys, (2) surveys will be distributed equally to students' teachers, and (3) teachers will be given incentives from program partners to encourage participation (e.g., partner gift cards). The FLDOE will have access to all data.

Examining Impact: A formative evaluation summary will be completed at mid-year, with additional interim evaluations completed after on-site visits. Each report will include a review of accomplishments and challenges, actual v. proposed operation, progress and

recommendations. Summative Evaluations will be completed at the end of each year (submitted by July 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of the evaluation is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program after federal funding ends. Summative evaluations will include program operation; activities; attendance; academic performance; teacher impact surveys; staff information; and partnerships. Focus will be placed on: (1) evidence of program quality (using the Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance measures included in the Measurable Objectives Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations. The fifth year report (final summative evaluation) will include aggregated data across all five years.

Use and Dissemination of Evaluation Results: Distribution will occur at three levels: (1) administrators, (2) staff members and (3) stakeholders. Monthly conferences will be held with the evaluator, program director, principals and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement and alignment with Florida's Afterschool Standards. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and will help guide administrators in refining and addressing any identified concerns. In addition, a debriefing will be provided to 21st CCLC staff to engage staff in addressing challenges. Finally, evaluations are shared with all stakeholders (e.g.,

administrators, parents, and partners) to share information about the program and encourage feedback. To inform the community, evaluation results will be posted to the 21st CCLC website.

5.3b – Measurable Objectives and Assessments

Measureable objectives and assessments were created using the web-based system required by the FLDOE. Letters from the school principals are submitted reiterating that the program will have full access to necessary data to evaluate progress of program objectives. Objectives were designed to align with the needs and gaps identified in the needs assessment.

5.4 Applicant's Experience and Capacity

Since 1970, the Boys & Girls Clubs of Sarasota County has provided recreational and educational programs to enhance the development of thousands of local youth between the ages of 6 and 18 years old. While the purpose of the organization is to enable all young people to reach their full potential, we strive to provide a world-class Club experience that assures success is within reach of every young person who walks through the program's doors, with all members on track to graduate from high school and a plan for the future. The organization is an affiliate of the Boys & Girls Clubs of America and partners with a variety of local organizations and businesses to ensure that the children served receive the highest-quality of programs and services to enrich their academic success, build character and leadership skills, and maintain a healthy lifestyle. In connection with the Boys & Girls Clubs of America and the Florida Alliance of Boys & Girls Clubs, the organization participates in collecting, measuring and sharing our youth outcomes on an annual basis through the Youth Outcomes Initiative, which measures the positive impact of Boys & Girls Clubs through youth surveys. The results of the 2015 Youth Outcomes Initiative show how the Boys & Girls Clubs of Sarasota County compares to the National Average:

| 2015 Youth Outcomes Initiative Survey Results for Sarasota County | | |
|---|---|--|
| <i>Club Experience Area as indicated in the 2015 Youth Outcomes Initiative Survey</i> | <i>Local % of Participants who classify Club as "Doing Great"</i> | <i>National Average that classify Clubs as "Doing Great"</i> |
| Fun | 52% | 49% |
| Physical Safety | 64% | 57% |
| Emotional Safety | 48% | 41% |
| Adult Support | 67% | 55% |
| Sense of Belonging | 51% | 41% |
| Expectations | 70% | 68% |

In its 46th year, the agency has grown to provide services to more than 4,000 youth each year at five Club locations-- three in Sarasota, one in Venice, and one in North Port. In September 2015, the organization responded to a high demand from the Sarasota County Public Library and the Sarasota County Sheriff's Office and opened the Newtown Estates Park Boys & Girls Club to extend its reach in Newtown through after-school programming. This was made possible by the Charles and Margery Barancik Foundation and in partnership with Sarasota County, especially the Sarasota County Parks, Recreation and Natural Resources. The organization has also previously operated six 21st CCLC Programs for 10 years. In 2015, the agency successfully secured funding to provide the 21st CCLC Program at four school sites.

Our Board of Directors is made up of 27 prominent business leaders who bring extensive leadership experience in financial sustainability, nonprofit governance, corporate compliance and executive management to ensure children who need high-quality services the most in Sarasota will continue to have a place to learn and grow while achieving their full potential. The agency's CEO/President is Bill Sadlo. Before accepting his role as President/CEO on August 1, 2011, Mr. Sadlo grew up in the organization as a Club member and started working in the Club at age 17. Mr. Sadlo successfully acquired his Bachelors of Science in Secondary Education in 1992 from the University of South Florida (USF). Over the years, Mr. Sadlo has served the organization in many roles including Counselor, Program Director, Unit Director, Area Director

and Chief Operating Officer. Barbara Yong is the organization's Executive Vice President and Alumna. Mrs. Yong earned a Masters of Science in Accounting from the University of Central Florida and is a Certified Public Accountant. Mrs. Yong also holds a Florida Sales Associate license and recently completed the Level 2 Advanced Leadership Program from the Boys & Girls Club of America and Ross School of Business.

The agency's annual budget is \$4 million, which is raised through community contributions, business partnerships and grants. Fiscally, we have managed and implemented many local, state and federal grant-funded programs. We have created a strategic fundraising initiative to secure important financial resources for the future which will enable the organization to meet all current goals and initiatives, and further, to institute new and innovative programs. The plan focuses on raising funds for the major components and programs of the organization through marketing efforts, donor solicitation, special events and planned giving. The ultimate goal is to secure \$4 million annually. The target was established based on critical needs, thorough research and the feasibility of attracting contributions. The agency received positive reports for its most recently completed audit for the 2013-14 year by Suplee Shea Cramer & Rocklein with communication in the Independent Auditors' Report that says, "the financial position of the Boys & Girls Clubs of Sarasota County as of September 30, 2014 and 2013, and the related statements of activities and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America." The review of the 2014-15 agency audit is currently in progress, and results are not yet available; however, we anticipate to receive comparable results from the previous year.

Furthermore, the agency closely monitors Club participants' report cards for attendance, behavior and grades through a well-established relationship with the school board and the children's individual schools. The agency's homework assistance staff maintains contact with

individual teachers on an ongoing basis to help our youth be successful in completing homework assignments and succeeding in school.

5.5 Partnerships, Collaboration & Sustainability

5.5.a Community Notice

The Boys & Girls Clubs of Sarasota County sent a press release to Tempo, a newspaper frequently read by the families of the children in the targeted schools, regarding the intent to apply for funding for the proposed 21st CCLC Program. In addition, we have engaged a large number of partners to provide services to the program. Through the partners, website, Facebook page, and newsletters, we will continue to inform the public about the 21st CCLC Program application and provide open community access to the application and all information regarding the program. We have spoken to many of our program partners and requested their service on the 21st CCLC Advisory Committee. Many have agreed, as acknowledged in their attached letters of commitment. Additionally, information will be disseminated through the target/partnering schools. In an effort to engage our local private schools in the 21st CCLC Program, research was conducted to locate private schools within the small radius that encompasses Emma E. Booker Elementary School and Booker Middle School. No private schools were identified within the area that the program will serve.

5.5.b Partnerships

While the agency has more than 46 years of mentorship and educational programming, we acknowledge that there are other services and businesses in the community that can help grow an effective 21st CCLC Program. Examples of partners to increase the quality of the program include, but are not limited to, the following:

- Adult services, including literacy training, GED preparation and computer skills, which are the areas identified by parent surveys as areas of need, will be provided through a partnership with The Literacy Council of Sarasota.

- Healthy Snacks will be provided by All Faiths Food Bank and other local partners because children learn best when they are nourished.
- To continue nourishing the minds of the children served on the weekend when the 21st CCLC Program is not operating, snacks will be provided in backpacks for our children with identified needs through Baycross Christian Family Foundation and area churches.
- Through the Bayside Christian Church, Staples and Walmart, backpacks and school supplies for the 21st CCLC participants will be provided annually.
- To encourage children to read, Every Child has committed to providing children with books of their own for the 21st CCLC Program.
- The Community Foundation of Sarasota County will be a partner in providing funding and support for the Great Futures Academy for students in the 21st CCLC Program who attend the Newtown Estates Park Boys & Girls Club during the summer.
- To address the need for adult role models and mentors as identified in parent and teacher surveys, and national studies of effective practices, FCCI Insurance will provide volunteers to serve as mentors and assist with Project Based Learning activities.
- Northern Trust Bank will provide toys for the annual Holiday Party in December for children from the proposed 21st CCLC Program.

In order to continually review the program outcomes, work closely with the external evaluator and make adjustments and improvements to the program through the year while planning for the future, the 21st CCLC Program Advisory Committee will be formed. This group of volunteers will be comprised of community organizations, such as the Literacy Council, Community Youth Development, Tiny Hands Foundation and Every Child, as well as, business professionals like FCCI, Northern Trust and Boars Head, parents, students, teachers from the targeted schools, and Club staff. The Advisory Committee will meet a minimum of four times during the project and be charged with a variety of tasks, including developing a sustainability

plan and bringing ideas to the table about communication, participant retention, and other significant topics. They will be a sounding board, an idea resource and ambassadors for the program. Updates and evaluation reports will be shared, and information will be used to determine if benchmarks are being met, and if the program requires changes.

5.5.c Collaborations with the Regular School Day

With a strong partnership between the President/CEO of the Boys & Girls Clubs of Sarasota County and the Superintendent of Schools for Sarasota County, our collaborative efforts with this program includes the communication between the 21st CCLC Program staff and the certified teachers, who are expertly trained in the reading, math and science curriculums for our targeted population and will lead the proposed curriculum. The school district was instrumental in the distribution of surveys to teachers, parents and students, and providing assistance with project development. Needs identified by parents, teachers and students from the targeted schools were utilized to develop outcome objectives, determine risk factors to be addressed and fashion the design of the program. A teacher or administrator from each of the targeted schools will serve on the Advisory Committee, which will meet ~~quarterly~~, twice a year and will provide ongoing communication as a liaison between the school and the program. Because the after-school teachers and the school-day teachers work together, communication regarding assignments, progress and challenges for each child can be openly discussed.

5.5.d Sustainability

The most challenging part of undertaking an initiative of this size is the ability to fund it beyond the initial three years, when funds start to decrease between years three through five. The agency will target partners who have the capacity to grow funding through initiatives targeting only the 21st CCLC Program. As part of the Advisory Committee's responsibilities, members will be asked to work together to develop a program sustainability plan. Since an asset in this community is the abundance of philanthropic minded individuals with the capacity

and desire to help underprivileged children, the Advisory Committee may chose to focus on developing a special event to call attention to the needs of our 21st CCLC Program, or perhaps launch an annual campaign, ask donors to support the Program and challenge the employees of various businesses to run campaigns in their offices to raise funds. In addition, the Boys & Girls Clubs of Sarasota County will continually cultivate new prospects and begin making appeals to generate support for short and long-term needs. Targeted groups of donors include, but are not limited to, private, corporate and federal grantors, community civitan clubs, corporations and individual donors.

5.6 Program Plan -- 5.6.a Target Students

The students targeted for the proposed 21st CCLC Program attend Emma E. Booker Elementary School, as well as, Booker Middle School, as indicated in the Needs Assessment in Section 5.2. Target students may come from low-income households, as demonstrated by free and reduced-price lunch status, and/or be demonstrating a need for remediation and assistance in reading, math and science. According to the Lunch Status Data By School 2015-16 Survey 2 as of 12/18/15 from the FLDOE (see Section 5.2 Needs Assessment), 89.6 percent of the students at Emma E. Booker Elementary are eligible for free lunch or reduced-price lunch. At Booker Middle, 75.4 percent are eligible for free or reduced-price lunch. Program participants will be identified and referred by their classroom teachers as their performance is reviewed and the need for them to participate is established. Parents may request that their child be referred for services. As per the General Education Provisions Act (GEPA), special accommodations will be made for English learners, homeless, migrant, physical, developmentally, psychologically, sensory, communication, self-care, behaviorally and attention challenged children. Partners will be engaged for additional needs as they are identified by the 21st CCLC Program staff. Adult family members will also receive meaningful opportunities for literacy and related educational development through the 21st CCLC Program. Adult programs will provide at least six months of

training. Examples of adult services include, but are not limited to, digital literacy, basic education, GED preparation, financial literacy, health and fitness education and other services that help the family member support the educational goals of the student.

5.6.b Recruitment and Retention

Students kindergarten through 8th grade can be referred into the 21st CCLC Program by their teachers, parents or school administration, based on low academic performance, below average report card grades, household income status or other measures considered appropriate by the program staff. Students who are just beginning their academic journey in kindergarten and 1st grade, but coming from high-poverty homes may be referred into the program as a precaution to ensure they obtain the appropriate reading level by 3rd grade, which has been proven to be an essential achievement for success later in their school career. Teachers at the two schools will be informed about the program and how to make a referral in their pre-school workshops, while preparing for the opening of the 2016-2017 school year. Although face-to-face meetings between the Project Director and teachers are preferred, we understand that pre-school workshops are a busy time for teachers, so we will also generate an electronic notice to be sent via email. Once school has begun, parents will be informed utilizing the school's typical communications methods including the school website, flyers, teacher conferences and on the Boys & Girls Clubs of Sarasota County website and Facebook. A press release will be sent to local papers, especially Tempo. At least one staff will be bilingual and can communicate with parents who do not speak English; flyers will also be available in Spanish.

Retention in the program will be achieved by open communication with parents. Staff will also maintain continuous touches with the parents through pick-up at the site after 6:30 p.m. when the program ends. This personal daily pick-up by parents allows them to become familiar with staff, and for communication to happen on an ongoing basis. We realize retention will be more of a challenge at the middle-school level. Opportunities for project-based learning such as

hands-on lessons in the community, academic competitions and educationally-based games will be used to keep middle-school participants engaged in the program. Middle-school students, including teens, will also be involved in groups of teams with leaders for community service projects to help their neighborhoods through a partnership with Community Youth Development.

5.6.c Student Program Activities

The following information showcases an overview of the student program activities. The specific descriptions included pertain mostly to our middle school participants simply for demonstration purposes. Elementary school participants will follow a similar schedule; however, their program day will run from 3:30 p.m. to 6:45 p.m.

After the final school bell rings around 2:15 p.m., middle school participants will make their way to the Newtown Estates Park Boys & Girls Club and be ready to begin around 2:30 p.m. with a healthy snack in the cafeteria. To ensure the children are energized and focused, we start with a healthy snack because nutritious foods are critical for the learning process, playing a significant role in a child's brain development, focus and cognitive skills. The healthy snack time of the program is based on the nutritional needs children have in order to be alert and ready to learn. While the children eat their snack, they will experience peer-to-peer interaction to help foster their socialization skills, and be encouraged to share stories about their day, school experience or something new that they learned that day. This time period a crucial component to the program; it allows the students to engage with teachers and enrichment staff and build relationships with positive adult influences that they may not have at home. It also addresses the need for at-risk children to be in a supervised environment after school, with adult mentors.

When healthy snack time is over, participants move to class space around 3 p.m, where they will begin working on their homework assignments. Students will be grouped by grade to accommodate the desired student to teacher ratio. In the class space provided, at least one certified teacher and at least one enrichment staff will be ensuring ~~that~~ everyone is completing

all of their assignments with the help and one-on-one attention they need. Remaining staff will float among the classes to ensure the participating children receive individualized attention as often as needed. The homework assistance portion will follow snack although for elementary students there will be a rotation of homework and snack. If a child completes their homework before the time is over, they are encouraged to read an age-appropriate book, complete age-appropriate enrichment sheets, work on puzzles including word searches or crosswords or other educational activities that they can complete in their seats without disturbing other students who are still working. This activity is based on the individual's need for reading, math and science assistance beyond the school day to help the targeted youth increase their proficiency in these subject areas identified by teachers, parents and as a major risk factor in dropout prevention.

After each child completes their homework assignments, reading, math and science project-based learning modules begin. This ~~hour~~ time period presents exciting, hands-on, experiential learning activities unique to the various ages that will be designed to correlate with the current subjects that the school teachers are teaching the children during the regular school day. In order to ensure that our program is providing adequate training, we will consistently communicate with the participants' regular school day teachers to learn exactly how we can adjust our program to meet the participants' greatest academic needs. A different topic may be taking place in each classroom, as this content is also interest-driven. From one day to another the activities vary, but they all center on the risk factors identified in the need statement and the essential needs identified through the schools, parents, teachers, the community and the students themselves. Opportunities for reading with volunteer mentors are also available and provided by our partner, FCCI. Reading activities can be especially exciting on days when our partner, Every Child, donate books to give away to the children. STEM projects are particularly interesting and appealing to students. For example, on one day the students may be working on robotics principles and another day creating a tornado in a bottle of water while studying

extreme weather. Students may also be visited by community professionals in a field that correlates with the subject matter being discussed. For example, local circus performers may come into the program to explore the center of gravity and balance of a high wire walker, or jugglers to explore momentum and timing. This provides opportunities to teach while introducing them to the local culture. These activities are based on the need for reading, math and science assistance beyond the school day to help the targeted youth increase their proficiency in these subject areas identified by teachers, parents and as a risk factor in dropout prevention.

Immediately following, participants will start engaging in an enrichment activity according to their assigned age group, either elementary or middle school. The enrichment activities are selected to enhance their regular school day learning, but also to peak the children's interests and reward their hard work in the previous hour of the program. Some of the options for the children include moving to the gymnasium to work on physical fitness, the technology center to build their Internet safety and digital skills, or the art room to explore their creative expression. One of the major focus enrichment areas that will be provided by Newtown Estates Park Boys & Girls Club staff is health and fitness with programs like the Triple Play program, which encourages wellness of the mind, body and soul through fitness activities; SMART Moves, which teaches children how to avoid drugs, alcohol and tobacco through age-appropriate group activities and teaching materials, and Culinary Arts, which teaches children how to plan and prepare nutritious, cost-effective meals and snacks. Other enrichment activity options revolve around financial literacy, career and vocational development, service or volunteer work, and leadership enhancement. These activities address physical health and nutrition while improving classroom behavior, physical fitness, dropout prevention and career exploration.

The 21st CCLC Program will end at 6:45 p.m. when parents can either pick up their children or the children can join their assigned Club group with a positive, adult Club counselor. During parent pick-up, staff has the opportunity to talk with parents about their child's progress and

participation in the program, as well as, any behavior or pending issues, while informing them of upcoming programs and projects for them and their families to get more involved. Parents will be given written information about classes offered for them, including training to obtain their GED, English as a Second Language, technology, literacy and other opportunities that help their children achieve academic success.

In addition to the program day, children will participate in special events and partner donations that help ease the abrasion of their low-income living conditions. Partners like Baycross Christian Family Foundation and Tiny Hands will provide much-needed backpacks and school supplies. Local churches will provide backpacks filled with healthy snacks for the weekends, when many children do not have access to meals. Boar's Head Provisions will provide clothing for children in need. At Thanksgiving, Tiny Hands will provide family food baskets, so families in great need may have a Thanksgiving dinner. December brings the Boys & Girls Clubs of Sarasota County Holiday Party, which targets lowest income children; Northern Trust Bank provides toys and the children receive a turkey dinner, play festive games, and visit Santa. This addresses poverty and needs children have that are not met by their families.

5.6.d Adult Family Member Program Activities

Through a partnership with the Sarasota Literacy Council, the Boys & Girls Clubs of Sarasota County will provide adult-enrichment opportunities for the parents of the children involved in the proposed 21st CCLC Program. Meaningful activities will be available for sign-up every month for nine months of the school year. According to the results from our recent parent surveys, the most requested topics for study are include, but are not limited to, digital literacy, basic education, GED preparation, financial literacy, health and fitness education. Classes will ultimately help parents access their children's web portals for school to see assignments, grades and other resources. Parents will be enrolled in the classes of their interest or greatest area of need. The goal is for all parents to engage in at least six classes.

5.6.e Staffing Plan and Professional Development

The 21st CCLC Program will include one Project Director, who will be responsible for complete program oversight; one part-time Academic Coordinator, who will be responsible for the creation and review of all project-based learning lesson plans and related activities; one Program Assistant, who will be working closely with the Project Director to closely monitor all 21st CCLC activities; one Site Coordinator, who is responsible for the daily management of the program at Emma E. Booker Elementary School and Booker Middle School; three certified Elementary School Teachers and two certified Middle School Teachers, who will be responsible in delivering academic support at the Newtown Estates Park Boys & Girls Club according to program guidelines; and three Enrichment Paraprofessionals/Tutors, who will be responsible for the daily delivery of enrichment activities. All staff operations will be monitored by the Advisory Committee, Director of Youth Programs at the Boys & Girls Clubs of Sarasota County, and External Evaluator.

5.6.f Program Center

The proposed 21st CCLC Program will be located at the Newtown Estates Park Boys & Girls Club, at 2800 Newtown Boulevard in Sarasota, FL, which provides a variety of environments for project-based learning. The site is available to the Boys & Girls Clubs of Sarasota County thanks to a partnership between the Charles and Margery Barancik Foundation and Sarasota County, specifically the Sarasota County Parks, Recreation and Natural Resources. The partnership gives children in the Newtown community an opportunity to learn and grow in a safe and nurturing environment. The gymnasium, cafeteria, classrooms and outdoor spaces are well equipped to effectively carry out the program for every level of activity. In addition, the facility complies with the Americans with Disabilities Act (ADA). The agency's Board of Directors, as well as Sarasota County, ensures the safety and code of this building. Parents will have the

ability to access their own classes within the building, in space specified for use, including the technology center.

5.6.g Safety and Student Transportation

As Emma E. Booker Elementary is across the street and Booker Middle School is one mile from the Newtown Estates Park Boys & Girls Club, students will walk with a trusted adult staff member and not be transported by bus to the program. No transportation expenses will be necessary for this program. Each child will be picked up by parents or walk home with parent permission at the end of the program day.

Safety within the confines of the program is the top priority at the Boys & Girls Clubs of Sarasota County. One staff will be on site who is trained in CPR and first aid, and skilled in handling emergency situations. The Site Coordinators are the point of contact for emergency needs, and will be connected by cell telephone to the Project Director, the Director of Youth Services and Sarasota County Emergency Services, should the need arise for immediate assistance. Parent phone numbers will be kept on file at the site, and parents will be contacted as needed for emergency or urgent situations involving their child.

5.6.h Dissemination Plan

A variety of communication methods will be utilized to distribute information to reach individuals who need this program the most. Information sharing will connect the teachers, parents and staff through ongoing, consistent communication.

- Press releases to Tempo and other local media, including TV and publications written in Spanish/other languages for Community Awareness.
- All parents will receive information by the Site Coordinator and teachers, and will be approached by the teacher in person when a child is identified for referral into the program.
- Teachers will receive information via their school faculty meetings/pre-school training.

- Digital information sharing will be achieved via email blasts, the 21st CCLC Program Facebook page (to be developed), the school website, Boys & Girls Clubs of Sarasota County website and the 21st CCLC Program website (to be developed).
- Websites and Facebook will be updated on a weekly basis. Press releases will be sent monthly. Flyers will be distributed to parents at parent-pickup, as needed.

The website and the Facebook page for the project will be designed upon notification of funding in order to be up and running by the beginning of the 2016-17 school year. The website will include program information, qualifications required for participation, a referral/application form that can be filled in online, and a calendar of activities and important dates. Both will be used as a means of communicating the program's positive outcomes to the community, and may eventually recruit volunteers. The Facebook page will also host photos of children in the programs, with parental consent. A Boys & Girls Clubs of Sarasota County staff member will be assigned to review the website and post to Facebook at least weekly.

Poor academic performances amongst our targeted population, high demand driven by educational professionals and significant parental concern are just three of the many reasons why the Newtown Estates Park Boys & Girls Club needs the 21st CCLC Program. While it is imperative to offer the targeted students opportunities through the 21st CCLC Program to ultimately break their cycle of poverty, the program will also provide academic enrichment opportunities to enhance their regular school day activities, help students meet state student standards in core academic subjects, and offer students a broad array of enrichment activities to complement their regular academic programs. Furthermore, the participants' families will also benefit from the program, gaining knowledge that will help put both them and their children on a path to success through literacy and other educational services. Tomorrow still holds a promise of a great future for the children in our community who need the 21st CCLC Program the most, but in order for that promise to be kept, we must start providing this program today.