

5.1 Project Abstract or Summary

The 21st Century Community Learning Center Program in North Sarasota County in Florida provides children in kindergarten through 8th grade from Alta Vista Elementary School, Booker Middle School, Emma E. Booker Elementary School and Tuttle Elementary 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

Sarasota is one of America's most desirable places to live, work and raise a family. The clean air, sparkling white sand beaches and sunny climate have made it world famous as a center for the good life. Sarasota's vibrant recreational and cultural scene offers activities for everyone. The home of the Ringling Circus for many years, numerous circus performers, like world- famous Nick Wallenda, still reside in north Sarasota.

Many of north Sarasota's children, however, are not aware they are living in such a great community. They only know poverty and experience seclusion from the cultural activities that make the community so exciting. These youth often don't have enough food to eat, some are homeless, and most struggle with basic academics.

Students at Emma E. Booker, Tuttle and Alta Vista Elementary Schools and Booker Middle School, who live in pockets of low income communities located in the northern part of the county 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 from which there may be no escape.

According to a study conducted by the Community Foundation of Sarasota County, 80% of Sarasota's children that come from low income families are not proficient in reading by the

end of the third grade. The Annie E. Casey Foundation concurs that “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.”

Attaining competency has significant and long-term consequences for all children. The Boys & Girls Club is proud to be a partner with the Sarasota County School Board and the Community Foundation of Sarasota County, in addressing students’ significant barriers to success of the targeted schools by bringing the Campaign for Grade Level Reading into the proposed 21st Century Community Learning Centers. With 45 years of experience in youth development, the Boys & Girls Clubs are experts in helping kids stay in school, graduate and become successful adults, breaking cycles of poverty. They know that programs, like the Great Futures partnership between the Clubs and the Community Foundation, help kids retain learning during the summer months and achieve higher proficiency in core subjects that are so important to their futures.

(www.cfsarasota.org)

Florida Comprehensive Assessment Tests (FCAT) are the standard 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. In 2014, 71.05% of Sarasota County’s elementary students were proficient in reading, 64.76% in math and 66.42% in science. The students in the schools targeted for this project (Emma E. Booker, Tuttle, Alta Vista and Booker MS) did not fare so well as their peers. The 2014 FCAT scores for students who attend Alta Vista Elementary indicated that only 66.34% are proficient in reading, 55.43% in math and 45.88% in science. Tuttle student proficiency was 56.64% in reading, 60.18% in math and 56.72% in science. FCAT Scores indicate that only 46.34% of Emma E. Booker students reached proficiency standards in reading, 32.93% in math and 27.42% in science. Booker Middle School students were only 49.13% proficient in reading, 39.37% in math and 38.5% in science. In other words, the students at these 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 great challenges for them. **Risk Factor – Academic Failure**

Test Scores are not the only indicator utilized to determine the target population for the North Sarasota 21st Century Community Learning Centers. These school sites are located in high poverty neighborhoods. According to information provided by the Sarasota County School Board, 94.65% of students at Emma E. Booker, 88.98% of Tuttle students, 91.64% of Alta Vista students and 79.1% of Booker Middle students receive free or reduced lunch. This is a clear indication of the **poverty that is a second risk factor** for dropping out of school.

FRPL as of March 16:

School	FRPL %
Emma E. Booker	94.65%
Tuttle	88.98%
Alta Vista	91.64%
Booker Middle	79.17%
District average	50.53%

As part of the process undertaken by the Boys & Girls Clubs to determine the need for the 21st Century after school programs, a survey was conducted with stakeholders, including parents, teachers and students from all 4 targeted schools. Included in the study was a group of businesses, surveyed for what they thought elementary and middle school students needed to learn in order to become successful in a job later in life.

School	Percent proficient in Reading (8 th grade FCAT 2.0 results for MS, 3 rd grade FCAT 2.0 results for elementary) 2014	Percent proficient in Math (8 th grade FCAT 2.0 results for MS, 3 rd grade FCAT 2.0 results for elementary) 2014	Percent proficient in Science (8 th grade FCAT 2.0 results for MS, 3 rd grade FCAT 2.0 results for elementary) 2014
Emma E. Booker	46.34	32.93	27.42
Tuttle	56.64	60.18	56.72
Alta Vista	66.34	55.43	45.88
Booker Middle	49.13	39.37	38.5
District average MS	69.76	69.33	61.94
District average Elementary	71.05	64.76	66.42

Surveys asked 85 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% of parents indicated that they are either home alone, babysitting siblings, being babysat by a sibling or in an unknown neighborhood location, playing with friends. Only 7% 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 – lack of supervision in non-school hours.**

When asked what they felt their children needed help with after school, 86% indicated reading, 76% indicated math and science. Parents also indicated that their children need positive role models (73%) and ways to improve their behavior (68%). These needs will be addressed through our program plan.

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. The parent component of the program was designed to meet these self-identified needs.

Approximately 50 teachers surveyed were asked what they felt their students at the targeted schools needed most. The top 5 answers were: 1.) Academic Remediation; 2.) Academic Support; 3.) Additional support in math and reading; 4.) critical thinking skills; and 5.) 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. One hundred percent of teachers thought the 21st Century Community Learning Centers being located within their school would be very helpful to their students and families.

The most significant information garnered from the business surveys indicated that 1.) Managers believe learning to behave appropriately in public/classroom/on the job is the number

1 factor in job success. 2.) Reading and math skills are important. 3.) Knowledge of technology is important.

Student questionnaires were completed by approximately 125 youth. Over 70% indicated they are home alone after school. Approximately 50% said they did not have the supplies they needed to do their school work. Over 50% 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% indicated they would like to spend more time with caring adult mentors.

The proposed North Sarasota 21st Century Community Learning Center program is the result of this needs assessment and a study of the demographics that indicate children in these 4 county schools have the greatest need for after school programs that will boost their academic gains and keep them from becoming future dropouts.

Risk Factors	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 in Non School Hours; 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

Independent evaluator qualifications

The Boys and Girls Club will contract with Robertson Consulting Group, Inc. (RCG), who has provided external evaluation services to the Sarasota County School District (including a prior 21st Century Community Learning Center project) and is an approved evaluator for several districts in Florida. RCG has been providing independent evaluation services since 1998. Past clients have included the Florida Department of Children and Families, the Florida Department

of Health, Gulf Coast Community Foundation, Houston Endowment, the U.S. Department of Defense, United Way of Metropolitan Atlanta, and United Way Suncoast.

Dr. Robertson has been working in the nonprofit field since 1996 and holds a Bachelor of Arts in Business Administration (National Merit Scholar), a Master of Arts in Applied Economics, and a Doctorate in Organizational Leadership. Nationally, Dr. Robertson has been a speaker at the U.S. Department of Education's Transition to Teach conference and at the Environmental Evaluators Network conference; she has presented twice at the Southeast Evaluators Network annual conference and presented project-specific data to gubernatorial-appointed state task forces in Florida and Texas as well as a national task force. Shelley Robertson was the Principal Investigator on the United Way Resource House project, which was the 2005 National Peter F. Drucker Award for Innovation runner-up. She is a member of the American Evaluation Association and the Southeast Evaluation Association.

Evaluation Activities and Timeframe

The evaluation will be objective-based using a one group pre- and post-test design. Evaluation activities will include collecting baseline, mid-year, and year-end data on objectives; mid-year and end of year teacher, parent, and student surveys; and site visits. As objectives, measures, data collection, and analysis are provided in the objectives table, this section will describe the site visit process and timeline. Each site will be visited twice throughout the program year in order to collect qualitative data. Site visits protocols will be prepared and reviewed at the kick-off meeting (see below) but will include an observational component, confidential teacher interview, a review of data, and a review of data collection procedures. The observational component and teacher interview will generate qualitative data to complement the quantitative data and inform program improvement. With active consent, interviews are digitally recorded and transcribed to allow for thick description. Interviews will be analyzed thematically (Miles & Huberman, 1995).

The timeline is as follows:

- August 10: Kick off meeting with the district, Principals, site coordinators, lead teachers, and partners will be conducted.
- Using the methods described in the objectives table, obtain baseline data by September 30; the external evaluator will analyze and report baseline data by October 15th.
- Update baseline data; analyze and report updated data by December 15th.
- Fall site visits will be conducted between October 1st and November 15th.
- Using the methods described in the objectives table, conduct or collect* mid-year assessments between November 15th and December 15th.
- To ensure data quality, the external evaluator will review programmatic data collected through December 18th.
- The formative assessment will be prepared by March 15th and will include student attendance, program operation, objective assessment, and recommendations based on both quantitative and qualitative data. Objectives will be assessed using statistical significance and correlation with attendance where applicable to help drive program improvement.
- Between March 15th and April 15th, conduct formative assessment feedback meeting with stakeholders to determine program modifications and discuss recommendations.
- Between April 1st and April 30th, conduct end of year teacher, student, and adult surveys. If allowable, add questions to the surveys to obtain additional feedback, particularly feedback on project based learning, behavioral issues, and engagement in learning. Analyze data and submit by May 15th.
- Spring site visits will be conducted between May 1st and May 31st.
- Using the methods described in the objectives table, conduct or collect* end of year assessments between May 1st and May 31st (with the exception of FSA).

- Review programmatic data collected through May 31st to ensure data quality.
- The summative assessment will be prepared by August 15th with recommendations based on both quantitative and qualitative data. Objectives will be assessed using statistical significance and correlation with attendance where applicable to help drive program improvement.
- Conduct summative assessment feedback meeting with stakeholders to determine program modifications and discuss recommendations prior to the next school year.

*dates may vary for academic assessments depending on school calendars.

Coordination of evaluation activities

This section documents how evaluation activities will be organized to minimize interference. Evaluation activities requiring the most coordination are the health and fitness assessments, parent education assessments, and teacher, parent, and student surveys. Health and fitness assessments and parent education assessments are part of programming and so will minimize disruption. If possible, student and parent surveys will be conducted at onsite parent events to ensure high response rates; teacher surveys will be administered online.

Coordination of evaluation activities will require continuous communication between the Boys & Girls Clubs Program Director, Dawn Page, Dr. Robertson, site coordinators, and project partners. Dr. Robertson will first prepare an evaluation activity overview and timeline and present that document in-person at a kick-off meeting of the site coordinators, teachers, partners and the 21st CCLC Advisory Committee. That will allow participants to ask questions, allow for a discussion of data collection methodologies to ensure fidelity and minimize interference, and allow participants to suggest changes to the timeline. Prior to data collection points, Dr. Robertson will send reminder emails and then conduct follow up calls to ensure that data collection will go smoothly. In order to ensure confidentiality, pre and post assessment data and student and teacher survey data will not be sent via email but will be picked up in person at

site visits. Robertson Consulting Group has a standard document retention and destruction policy from our work with AHCA that will guide data storage.

Use & dissemination of evaluation results

In order to ensure continuous improvement, the Project Director and external evaluator will disseminate results as follows:

- ✓ Formative results will be shared with parents in a one-page summary at parent meetings held between February 1 and school year-end. Summative results will be shared with parents in a one-page summary at orientation and parent meetings held before the school year begins through October. Results will be presented to emphasize the benefits both students and parents obtain from participation to encourage commitment.
- ✓ Results will be shared with Principals, site coordinators, lead teachers, program partners and the 21st CCLC Advisory Committee in a group meeting. The Project Director will present programmatic data (e.g., enrollment, program attendance) while the external evaluator will present the objective data. The external evaluator will facilitate a discussion to determine program improvements suggested by the data: are these results acceptable? What can we improve? What are the data telling us about our program? The 21st CCLC Advisory Committee will work with the evaluator to determine necessary changes/ improvements to the program.
- ✓ Results will be presented to the school board semi-annually to provide information on the benefits of the partnership between the school board and the Boys & Girls Club.
- ✓ Finally, information from the one-page summary will be shared through publications of the Boys & Girls Club such as email blasts and newsletters and through presentations and at community events. The goal of this communication channel is to build awareness of the program for future sustainability.

Miles, M., & Huberman, A. (1995). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, California: Sage Publications, Inc.

5.4 Applicant's Experience and Capacity

The Boys & Girls Clubs of Sarasota have been providing youth development and educational programs for the past 45 years. Since the organization opened its doors in 1970, it has grown to 4 free-standing clubs, in North Port, Venice, Fruitville Road & Newtown, serving approximately 4,000 children annually. The organization has also previously operated six 21st Century Community Learning Centers for 10 years in the Sarasota area. Our clubs are affiliated with Boys & Girls Clubs of America, and we are a partner with many organizations and businesses within the local community.

The Boys & Girls Club is under the leadership of CEO, Bill Sadlo, who came up through the ranks of the Clubs in Sarasota, beginning his career in 1987. The retention of staff in the Sarasota Boys & Girls Club speaks volumes in terms of the tremendous team spirit that makes the Club more of a family than an institution. This carries over to the children we serve, as our staff is often thought of as "family" to our members, many of whom are latchkey kids. (98% of our members have no parent home during the day.)

Our annual budget is \$3.7 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, including a successfully implemented \$2,000,000 OAPP, Office of Adolescent Pregnancy Programs' pregnancy prevention program for teens over a period of 10 years, beginning in 1998.

As an affiliated of Boys & Girls Clubs of America and the Florida Alliance of Boys & Girls Clubs we participate in collecting, measuring and sharing our youth outcomes on an annual basis through the Youth Outcomes Initiative. We monitor our members' report cards for attendance, behavior and grades, through a well-established relationship with the school board

and with the individual schools from which our members come. Our 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, Collaborations and Sustainability

5.5a – COMMUNITY NOTICE

The Boys & Girls Clubs of Sarasota posted newspaper notice regarding our intent to apply for funding for the North Sarasota 21st Century Community Learning Centers on April 23 in the Tempo, a newspaper frequently read by the families of the children in our target schools. In addition, we have engaged a large number of partners to provide services to the program. Through our partners, our website, Facebook page and newsletters, we will continue to inform the public about this 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 Century Community Learning Centers Advisory Committee. Many have agreed, as acknowledged in their attached letters of commitment. Additionally, information will be disseminated through the target/partnering schools.

5.5b – COLLABORATIONS WITH PRIVATE SCHOOLS

In an effort to engage our local private schools in the project, letters were sent to The Tabernacle Christian School and Temple Beth Shalom, the only private schools within the area the program will serve. They were invited to participate in the planning for the program, and to have their students and staff participate. A form was included with each letter, which was to be filled in and returned to our Director of Youth Programs, Dawn Page. Once the form is received, Dawn will follow up with the schools to see how we can engage them in the program. While we cannot offer transportation for their students, they can be dropped off at the public school sites by their own school busses or their parents. Should we not receive response forms from these schools, Dawn Page will call to ensure the letters were received and to personally invite the staff and students to participate. Because they have not responded to date, there has been no

opportunity to include them in this planning phase for the project, but if they do, we can include them on the Advisory Committee, which is responsible for reviewing and improving the program throughout the year and beyond.

5.5c- PARTNERSHIPS

While the Boys & Girls Clubs bring 45 years of tutoring, educational programs, youth development, prevention programming, leadership and more to the project, we acknowledge that there are other CBOs and business leaders in the community who can enhance the 21st CCLC programs. This is a partial list of partners, who will participate:

- Adult services, including **literacy training, GED preparation, English as a second language and computer skills** (areas identified by parent surveys as areas of need) will be provided through a partnership with **The Literacy Council of Sarasota**. A letter of commitment from the Literacy Council is included in this application.
- **Healthy Snacks** will be provided by **All Faiths Food Bank** and other local partners. (See letter)
- Children learn best when they are nourished, and weekends are no exception. **Snacks for the weekend** will be provided in backpacks for our children with identified needs through **Bay Cross Family Christian Foundation** and area churches. (See letter)
- **School supplies** are essential to children's ability to feel self-confident at school and have the tools to learn. **Bayside Christian Church, Staples and Walmart** all provide backpacks and school supplies for Boys & Girls Clubs' children annually. (See letter)
- One of the great encouragement tools for children to read is to give them a book of their own. **Every Child** has been working with the Boys & Girls Clubs for 16 years and has committed to **providing books for children** in the 21st Century Community Learning Centers. (See letter)

- The **Community Foundation of Sarasota County** will be a partner with the Boys & Girls Clubs in providing funding and support for the Great Futures Academy for students in the 21st Century Learning Centers, who attend the Boys & Girls Club during the summer. (See letter)
- The need for adult role models/mentors was identified in parent and teacher surveys, as well as in national studies of effective practices. **FCCI Insurance** headquarters are located in Sarasota. This national company has committed to sending **volunteers to read with children** as mentors, and to **assist with Project Based Learning in Science**. (see letter)
- **Northern Trust Bank** will provide **toys for the Holiday party** for children from all 4 sites.(see letter)

Advisory Committee – In order to continually review the outcomes, working closely with the external evaluator, and make adjustments and improvements to the program throughout the year, while planning for the future, the North Sarasota 21st CCLC Advisory Committee will be formed. This group of volunteers will be comprise of community organizations(Literacy Council, CYD, Tiny Hands, Every Child and others), business professionals (FCCI, Northern Trust, Boars Head and others) parents (a minimum of 2), students (a minimum of 2) , teachers (1 from each site), and Boys & Girls Club staff (Site Coordinators & Program Director). The Advisory Committee will meet a minimum of 4 times during the project and be charged with a variety of tasks, including developing a sustainability plan and bringing ideas to the table about communications, participant retention, and other significant topics. They will be a sounding board, an idea resource, and ambassadors for the 21st CCLC project. They will receive updates and reports from the evaluator, and utilize the information to determine whether benchmarks are being met, and whether the program needs changes during the year and beyond.

5.5d- Collaborations with the Regular School Day

Collaboration begins at the top, coming from the highest levels of management and continues down to employees in the field. With a strong partnership between the CEO of the Boys & Girls Club and the Superintendent of Schools for Sarasota County, our collaborative efforts begin at the top. This proposal was prepared by the Boys & Girls Clubs at the request of the Sarasota County School Board's administration. Essential to this program is the communication from the program staff of the Boys & Girls Clubs, who will be working at the 4 sites and the teachers within each school. Teachers in the reading, math & science programs after school will be certified teachers from within the schools in which the 21st Century Community Learning Center is located, enhancing their knowledge of the students and relationships/ongoing communication with other classroom teachers within the school.

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 target 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 schools will serve on the 21st CCLC Advisory Committee, which will meet quarterly, and will provide ongoing communications 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 discussed during planning periods and at other times during the school day. Please see the Superintendent's letter of commitment and each school's letter in this packet for detailed information regarding communications and participation in the regular school day by program staff.

Private schools, should they elect to be part of the initiative, will be included on the Advisory Committee.

5.5e – Sustainability

The most challenging part of undertaking an initiative of this size is the ability to fund it beyond the initial 3 years. The Boys & Girls Clubs of Sarasota and our partners have the capacity to grow funding through initiatives targeting only the 21st CCLCs, and will pursue these funding resources. As part of the Advisory Committee's charge of duty, members will be asked to work together to develop a sustainability plan for the program. 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 CCLCs, or perhaps launch an annual campaign, asking donors to give to support the 21st CCLCs and challenging the employees of businesses who are on the Advisory Committee to run campaigns in their offices to raise funds. In addition the Boys & Girls Clubs will continually seek operating grants for the centers.

5.6 Program Plan

5.6a – Target Students

The schools targeted for these 21 CCLC sites are the 4 lowest performing schools in the district, according to FCAT scores of 2014, as indicated in the need statement for this project. Target students may come from low income homes or be demonstrating a need for remediation & assistance in reading & math. They will be identified and referred into the program 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 our GEPA statement, special concessions will be made for our English learners, homeless students, migrant, physical, developmentally, psychologically, sensory, communication, self-care, behaviorally and attention challenged children to be accommodated. For example, our partnership with the YMCA's Schoolhouse Link program (see letter) will provide a wide array of services for the children who are identified as homeless and their families. Other partners will be engaged for other needs as they are identified by the staff of the 21st CCLC.

Adult family members will also receive services through the program for a total of 6 months, with 2 learning sessions/week offered at each of the school sites for parents. They will self-refer.

5.6b – Recruitment & Retention

Students in K-8 can be referred into the 21st CCLC program by their teachers, parents or school administration, based on how they scored on the FCAT or by low academic performance, below average report card grades, household income status or other measures, considered appropriate by the program staff. Students just starting out (grades K & 1), but coming from high poverty homes may be referred into the program as a precaution, to ensure they gain reading level by grade 3, the essential achievement for success later in their school career.

Teachers at the school will be informed about the program and how to make a referral in their pre-school workshops, while preparing for the opening of the 2015-2016 school year. A presentation will be made to them via the Project Coordinator. Once school has begun, parents will be informed utilizing the school's typical communications routes – the school website, flyers that are taken home in backpacks, teacher conferences, and on the Boys & Girls Clubs' website and Facebook page. A press release will be sent to local papers (especially Tempo) to encourage the newspapers to carry a story about the program, so families will also be informed. Staff at each site will include a bilingual teacher, who can communicate with parents who do not speak English, to provide information about the program, and flyers will be available in Spanish.

Retention in the program will be achieved by open communication with parents, at the elementary school level. (Most parents requested 4-5 days/week, so staff will maintain continuous touches with the parents through pick-up at the site at 5:30, when the program ends. This personal daily pick-up by parents allows them to become familiar with staff, and for those communications to happen on an ongoing basis. At the middle school level, students will be referred by teachers, but we realize retention will be more of a challenge. Incentives like field

trips, competitions and games will be used to keep teens engaged in the program. Teens will also be engaged as team leaders, and involved in community service projects to help their neighborhoods through a partnership with Community Youth Development.

5.6c – Student Program Activities

When the school bell rings and kids come to their 21st CCLC, they need a few minutes to unwind and get nourishment. A typical day in the life of the North Sarasota 21st Century Learning Centers will vary by times, but the activities follow the same format. The program begins 15 minutes after the school day ends, as the students transition from their classroom into the cafeteria where snacks are served. A daily, healthy snack is provided through our partner All Faiths Food Bank (see letter) for each child, and they receive another 15 minutes to eat their snack and socialize with their peers. Students have an opportunity for some “down time” with their teachers and the enrichment staff, which helps build relationship. Snack time gives everyone an opportunity to unwind before they get down to basics. ***This component of the program is based on the nutritional needs children have in order to be alert and ready to learn. It also addresses the need for these at-risk children to be in a supervised environment after school, with adult role models/mentors.***

When snack time is over, participants move to classrooms, where they will begin working on their homework assignments. In each classroom, a certified teacher and 1 program staff member (teaching assistant) will be ensuring that everyone is completing all of their assignments with the help they need. The homework assistance program lasts approximately ½ hour. If a child completes their homework before the time is over, they are encouraged to read a book, and sometimes provided enrichment sheets, puzzles like word search or crosswords or other educational activities 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. Objectives 1,2 & 3.

After homework time, reading/math/science project-based learning modules are presented. This is a time for exciting, hands-on learning. A different topic may be taking place in each classroom, as this content is 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 kids themselves. There is sometimes opportunity for reading with volunteer mentors provided by our partner, FCCI (see letter). Reading can be especially exciting on days when our partner, Every Child, brings their donated books to give away to the children (see letter). STEM projects are particularly interesting to students, who may be found on one day working on robotics principles and another creating a tornado in a bottle of water, while studying extreme weather. Students may be visited by circus performers (like Nick Wallenda), to explore 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. Objectives 1, 2 & 3***

The final half hour of the child's day is filled with enrichment activities, which are selected to enhance their learning, but also to peak their interests and reward their hard work in the previous hour of the program. They may move to the gym to work on physical fitness, the technology center or some other area at this time. One of the major focus areas for enrichment is health and fitness with programs like the Boys & Girls Clubs of America's Triple Play, Passport to Manhood or SMART Girls, provided by the Boys & Girls Club staff. Other activities may include: art (the kids' favorite!), technology, music, leadership and other core programs of the Boys & Girls Clubs, like Career Launch, Club Tech or Digital Arts. At the middle school

level, enrichment will also include career exploration and community service opportunities through our partnership with Sarasota Community Youth Development (see letter). ***These activities are based on the need identified by businesses to teach appropriate behavior, and teen youth surveyed, who wanted more information about college and careers and dropout prevention. It also addresses physical health and nutrition. Objectives 4 – Improve classroom behavior; Objective 5 – Improve Physical Fitness; Objective 6 – Dropout Prevention – Improve engagement in career exploration.***

At the end of enrichment time, a short but fun day at the 21st Century Community Learning Center is ended. Parents will come to the school by 5:30 p.m. and pick up their children. During parent pick up, staff has the opportunity to talk with parents, conference regarding any behavior or other issues, and inform them of upcoming programs and projects for them and their families. Parents will be given written information about classes offered for them (GED, ESOL, Technology & Literacy) and other opportunities for their children.

In addition to the program day, children will be engaged in special events and partner donations that help ease the abrasion of their low income living conditions. Partners Staples, Bay Cross Christian Family Foundation and Tiny Hands (see letters) will provide them with 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 our families in great need may have a Thanksgiving dinner. December brings the Boys & Girls Club Holiday Party, which targets lowest income children, where Northern Trust Bank provides toys (see letter) and the children receive a turkey dinner, lots of games and fun, and a visit by Santa and Rudolph. ***This addresses poverty and needs children have that are not able to be met by their families.***

It's the fun that keeps our kids coming back, so whatever we do, from helping with homework or educational assistance or enrichment...it's all done with love, caring, compassion

and an eye on how to make it fun. Kids love to come to a place where they feel loved and accepted, and spicing that up with memorable experiences is a great way to ensure they ask mom to come back tomorrow.

5.6d – Adult Family Member Program Activities

Through a partnership with the Sarasota Literacy Council, the Boys & Girls Clubs will provide adult enrichment opportunities for the parents of children at each of the 4 schools. These activities will be held at the school site, and will consist of classes offered twice weekly (daytime and evening) at each site for a period of 6 months. As per information garnered from parent surveys, the most requested topics for study were English as a Second Language, GED Preparation, Literacy and Computer Basics (to help parents access their children's web portals for their school to keep up with assignments, grades, and other information). Parents will be enrolled in the classes of their interest or area of need, and will attend during the sessions that pertain to their interest. All parents enrolled will be engaged in a minimum of 6 classes, and all parents will be eligible for a total of 48 classes to be offered. ***Objective 7: Improve Adult***

Literacy Skills

5.6e – Staffing Plan and Professional Development

Each site will be staffed with 5 certified teachers and 3 enrichment staff, who are employees in the school where the site is located. There will be 1 Site Coordinator at each of the 4 sites and an overall Project Director, who are both youth development trained Boys & Girls Club staff members. Service training will be provided throughout the year for all staff in the project. Additionally the Boys & Girls Clubs' Director of Youth Services will be the program administrator, and will assess special needs for additional training throughout the year.

5.6f – Program Site

The North Sarasota 21st CCLCs will all be housed in schools, which provide a wide array of environments for learning. The gymnasium, cafeteria, classrooms and outdoor spaces provide for every level of activity. In addition, all facilities are ADA compliant. The school board

ensures the safety of these buildings, as they house children in the daytime, as well as after school. Parents will have the ability to access their own classes within the building, in space specified for use, including the technology center.

5.6g – Safety and Student Transportation

Students will not be transported to the program, unless they come from private schools, so there is no transportation as part of the proposal. Each child will be picked up by parents at the end of the program day (5:30 p.m.). Private school students, should they elect to participate, will be transported by their own school's bus transportation or by their parents to and from the program.

Safety within the confines of the program is foremost in the minds of the Boys & Girls Clubs. The Site Coordinator will be trained in CPR and first aid, and skilled in handling emergency situations. The Site Coordinator is 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 contact as needed for emergency or urgent situations involving their child.

5.6h – Dissemination Plan

Program information will be disseminated through a variety of sources:

- ✓ Press releases to Tempo, Sarasota Herald Tribune and other local media, including TV and publications written in Spanish/other languages for Community Awareness.
- ✓ All parents will be provided flyers and information by teachers, and individual parents 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 North Sarasota 21st Century Learning Center Facebook page (to be developed), the school website, and

Boys & Girls Clubs' website and the N Sarasota County 21st Century Learning Center website (to be developed).

- ✓ Websites and Facebook will be updated at least on a weekly basis. Press releases will be sent monthly. Flyers will be distributed to parents of children in the program at parent-pickup, as needed.

This means of information sharing will connect the teachers, parents and staff, through ongoing, consistent communication. A variety of methods is utilized to reach out with information about the program, calendars of activities, etc. to ensure we can reach individuals who read the Tempo or Tribune, and those who don't but have technology at their fingers through their cell phones.

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 2015-16 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 (closures, etc). 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 host photos of children in the programs, making this a gathering place for families to look for their children "in action." A Boys & Girls Club staff member will be assigned to review the website and post to the Facebook page at least weekly to ensure updates are made in a timely fashion.

The North Sarasota 21st Century Community Learning Center is a dream in the hearts of all who care about children in our community. The planning team, from the School Board, the Boys & Girls Clubs and the Community Foundation, to our organizational and business partners, all excitedly offered to assist. The need is great, and we all understand the mountains these children have yet to climb. It is imperative that we reach out and help them break their cycle of poverty. Our dream is that they will one day grow into successful, prosperous, self-

reliant adults who can fully enjoy the good life, for which Sarasota is known. Tomorrow still holds a promise for these kids, but in order for that promise to be kept, we must reach them today.