

3.1 Project Abstract or Summary

The 21st CCLC Program will serve elementary students for 16.25 hours per week, Monday through Friday and middle students 11.25 hours per week, Monday through Friday, with both academic and enrichment programs being offered each day.

The 21st CCLC Program will serve students in grades K- 5 at Memorial Elementary School, Nocatee Elementary School and West Elementary School and students in grades 6-8 at DeSoto Middle School.

3.2 Applicant's Experience and Capacity

Boys & Girls Clubs has an extensive history of meeting the dual needs of the community's children and families by offering developmentally appropriate and educationally proven activities that complement the regular school day in a nurturing environment that provides a safe haven for our most vulnerable children. 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, the Boys & Girls Clubs of Sarasota County strives 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 its 50th year, the agency has grown to provide services to thousands of youth each year at six Club locations – three in Sarasota, one in Venice, one in North Port, and one in Arcadia in DeSoto County. In July 2018, the organization responded to a high demand from community leaders in the Arcadia community and opened the Louis and Gloria Flanzer Boys & Girls Club to extend its reach beyond County borders into the Arcadia community of DeSoto County. This was made possible through local support in the Arcadia community, Boys & Girls Clubs of America, and the Smith-Brown Community Foundation. The organization has previously operated 7 21st CCLC Programs for nearly 15 years. In 2015, the agency successfully secured funding to provide the 21st CCLC Program at four school sites.

The Board of Directors at the Boys & Girls Clubs of Sarasota County is made up of 25 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 who, before accepting his current position on August 1, 2011, grew up in the organization as a Club Member and started working in the Club at age 17. Over the years, Mr. Sadlo has served the organization in many roles including Counselor, Program Director, Unit Director, Area Director, and Chief Operating Officer. Shelley Brooks is the organization's **Vice President of Finance**. Ms. Brooks joined the organization in February 2019, and brought 28 years of nonprofit and financial management experience from businesses across Tampa Bay to the Boys & Girls Clubs of Sarasota County. She has held executive positions at multiple organizations including Directions for Mental Health, Inc.; New College Foundation, Inc.; and, most recently, ShelterBox USA. As Vice President of Finance, Brooks leads all financial and administrative aspects including internal control processes, financial compliance and grant management.

Also among our Executive leadership team is Mike Doyle, **Senior Vice President of Strategic Initiatives**, and Yolanda Mancha, **Vice President for Advancement**. Before joining

the Boys & Girls Clubs of Sarasota County team, Mr. Doyle served as Director of Capital Campaigns at Otterbein College from 1977 to 1980; Director of Special Campaigns at the Ohio State University from 1980 to 1985; CEO/Owner of Motivational Designs Manufacturers from 1985 to 2010; and Director of Major Gifts at The Ohio State University from 2010 to 2013.

Mancha has dedicated 16 years of her career to youth-serving organizations in the nonprofit sector, and started working for the Boys & Girls Clubs of Sarasota County in 2016 as the agency's Director of Advancement. In the past three years, Mancha has reinvigorated the organization's execution of resource development strategies, specifically through grants and database management, marketing and communications, community engagement and donor and corporate relations. As Vice President for Advancement, Mancha leads efforts that refine the organization's ability to provide enriching, educational, developmental, and recreational programs for youth. Dawn Page is our **Vice President of Operations**. Page joined the Boys & Girls Clubs of Sarasota County in 1991 as a Counselor at the former Fruitville Boys & Girls Club. She has held a variety of positions at the Boys & Girls Clubs of Sarasota County over the past 28 years including Program Director, Club Director, Director of Education, Area Director, Director of Youth Services and Director of Operations. As Vice President of Operations, Page plans, directs, and evaluates the daily operations of our six Club locations and four school sites.

The agency's annual budget is \$6.5 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 with rigorous requirements. 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 \$6 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 2018-19 year by Suplee, Shea, Cramer & Rocklein, Inc. The audit was received positively and will be uploaded to the Florida Department of Education. Furthermore, the agency closely monitors Club participants' report cards for attendance, behavior, and grades through a well-established relationship with the school Board, District and individual schools. The agency's homework assistance staff maintains contact with teachers from schools of the students we serve on an ongoing basis to help our youth be successful in completing homework assignments, succeeding in school, and supplementing their learning. All school grades and program participation at the Club is tracked and analyzed through our KidTrax software.

3.3 Needs Assessment

Nestled among the sprawling farmland, citrus groves, and fanfare of the rodeo, exists the rural community of Arcadia. Much like other parts of rural America, the rural community of Arcadia faces severe poverty. DeSoto County is among the three poorest counties in the state of Florida. With the trend of rural flight, it is easy to highlight the needs of larger surrounding cities like Sarasota or Tampa; however, as populations and services continue to leave rural areas across the country, it is incredibly important to not let the future leaders of DeSoto County fall through the cracks. County Health Rankings & Roadmaps, a collaboration between the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute, has DeSoto County currently ranked the 59th [out of 67] healthiest for Health Factors. These rankings are based on a variety of factors that affect the health of the county's residents such as unemployment, levels of physical inactivity, and rates of smoking, obesity, and children living in poverty. (County Health Rankings & Roadmaps: A Robert Wood Johnson Foundation Program, 2018) In order to prevent engagement in delinquent behavior, support academic and personal enrichment, and promote healthy lifestyles and choices, the Boys & Girls Clubs of Sarasota County respectfully requests the Florida Department of Education (FDOE) Bureau of Family and Community Outreach to fund the Nita M. Lowey 21st Century Community Learning Centers

Program (21st CCLC Program) at the Louis and Gloria Flanzer Boys & Girls Club, which is located in the rural and poverty-stricken neighborhood of 18 School Ave, Arcadia, FL 34266.

The City of Arcadia and Boys & Girls Clubs of Sarasota and DeSoto Counties has committed to the program the current Louis and Gloria Flanzer Boys & Girls Club to provide the proposed program services. After-school program participants will have supervised access to all necessary Club facilities, including a space to eat a nutritious snack, use of all approved classroom materials, and will have use of the computer labs for specific curriculum. Teachers on staff in the local district will be retained as the teachers for after-school programming. Additionally, the School District will also share quarterly report cards in order to track progress and assess the program. Snacks are provided by All Faiths Food Bank afterschool to ensure hunger is not an obstacle to success. Finally, we will use our network of community partners to deepen impact through volunteerism, acting as guest speakers or simply helping facilitate the program.

Our target population for the Nita M. Lowey 21st CCLC Program are students from 6 to roughly 13 years of age, in other words, all elementary through middle-school aged students, in four Florida schools that are eligible for Title I School-Wide Program services. The four target Title I schools include Memorial Elementary School at 851 E Hickory St, Arcadia, FL 34266; West Elementary School at 304 W Imogene St., Arcadia, FL 34266; Nocatee Elementary School at 4846 SW Shores Ave, Arcadia, FL 34266; and DeSoto Middle School at 420 E. Gibson St., Arcadia, FL 34266. According to the FDOE's 2018 Preliminary Information Baseline School Grade Report, DeSoto Middle, Memorial and West Elementary each earned a "C" while Nocatee Elementary earned a "D". Florida Standard Assessments (FSA) 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 FSA results from 2018 are indicated in the chart below. (Florida Department of Education, 2020)

Percent Studies Proficient in Key Subject Areas (2018 FSA Results)

School	Proficient in Language Arts	Proficient in Math	Proficient in Science
West Elementary School	42%	46%	36%
Memorial Elementary School	36%	43%	33%
Nocatee Elementary School	25%	35%	29%
DeSoto Middle School	35%	36%	30%
District Average for Elementary Schools	34.5%	40%	32%

While some of the scores are above district averages, the district averages for proficiency are frighteningly low. Also, according to 2018 FDOE data, which is the most recent, 100% of the student population at all four school sites we serve at the Louis and Gloria Flanzer Boys & Girls Club (LGF Club) qualify for free or reduced-price lunch. (Florida Department of Education, 2020) This is a serious indicator for at-risk youth as a lack of adequate nutrition due to financial constraints has been linked to poor academic performance, cognition, concentration, behavior, and development by the Centers for Disease Control and Prevention. (Center for Disease Control and Prevention, 2020)

Further research identified through the U.S. Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation shows the 2020 poverty guideline for a family of four in the United States is set at \$26,200. (Poverty Guidelines, 2020) According to the U.S. Census Bureau, DeSoto County has a 26.1% poverty rate; meaning that over a quarter of the entire population is below the poverty line. (Quick Facts: DeSoto County FL, 2020) According to the United Way, the ALICE – Asset Limited, Income Constrained, Employed – Report, places a spotlight on hardworking, and yet struggling residents who have little or no savings and are one emergency from falling into poverty. The ALICE study provides a more local context and focus on the real nature of poverty within the given area. In DeSoto County, 60% of all households fall under the ALICE threshold, with 21% living in abject poverty. According to ALICE, for a family of four living in DeSoto County with two parents, one infant,

and one preschooler, the household income to just get by is calculated to be \$52,056. This means paying for housing, childcare, food, having transportation but does not include any extra for savings or future goals. However, the median household income in DeSoto is \$35,513. 39% of families in DeSoto County are below the ALICE threshold while 21% fall below the national poverty guideline of \$26,200, according to the United Way. This means that 60% of families in DeSoto County are not making enough to get by. According to information gathered upon enrollment at the Club, 66.22% of the households we serve have a household income below \$23,000. This includes nearly 28% who have a household income below \$9,000. These levels show a level of destitution and hardship that is difficult to comprehend. (Way, 2020)

Before our organization opened the LGF Club, there were no after-school or summer youth development programs, thus increasing the likelihood that a majority of our current participants would have otherwise continued to perform poorly in school and remain trapped in poverty as the formative elementary-age years are crucial and often linked to success later in life. All four schools, according to their School Improvement Plans, had high levels of students who experienced “Course Failure in ELA or Math”, achieved only a “Level 1 on statewide assessments”, as well as high numbers of “Students exhibiting two or more indicators.” (FLDOE, 2020) This data from each of their School Improvement Plans show that these students would greatly benefit from out-of-school programming focused on academic and enrichment opportunities.

The Annie E. Casey Foundation explains 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.” (The Annie E. Casey Foundation, 2020) According to the FLDOE data on standardized testing for third graders, only slightly over 34% of DeSoto County third graders tested at a proficient level in Reading. This is why the Boys & Girls Clubs of Sarasota County is proud to partner with the DeSoto County School Board and the United Way Suncoast Third-Grade Reading Initiative to remove barriers

for children trying to attain grade-level reading by third grade. (Florida Department of Education, 2020)

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 parents of potential 21st CCLC Program participants' parents from the four targeted schools. The survey asked parents if they would be interested in free after-school and summer youth programs focused on education and enrichment in their community and a resounding 100% responded "yes." When asked what education components they would like their children to receive, 47.22% responded Reading, 36% responded Math, 47% said they would like their children to receive Homework Assistance, only roughly 6% responded Science, but 47% responded they would like their children to receive "All of the Above." These high percentages point to the significant need recognized by the parents of students within the community and the need more improvement in major academic subjects.

When parents were asked about the enrichment opportunities they would like to see, the results were similarly high. Parents responded with nearly 28% approval for their children to receive enrichment in Arts & Culture; nearly 39% responded they would like their children to participate in Health & Fitness; while over 44% responded they would like their children to participate in Character & Leadership enrichment programs. However, over 36% responded that they would like their children to receive "All of the Above."

Finally, parents were asked if they would be willing to attend Parent Learning Opportunities. The responses to these questions showed a deep interest of parents wanting to get involved in their children's education, as well as improving their own educational performance. Two-thirds (66.66%) responded that they would attend a Computer Literacy Learning event; over 69% responded that they would attend a learning opportunity in Financial Literacy; 22% indicated they would like to learn more about accessing their child's Student

Portal which holds each students' homework, attendance, grades and performance. Finally, two-thirds (66.66%) indicated they would attend an event that would help them assist their child(ren) with Reading, Math or Science Strategies for [Their] Student. This shows an overwhelming response of parents wanting to be more involved in their children's success and a willingness to learn more themselves, ultimately improving the overall home climate in regards to academic success and enrichment. Feedback from parents will also be taken at these learning opportunities to improve the program to best serve the children and community.

As an underserved community with no prior enrichment programs and that ranks near the bottom in Health Factors for all counties in Florida, it is unsurprising that numbers were so high. Both the statistical data and community responses show a distinct and critical need for 21st CCLC Programs to provide academic support, enrichment programs for youth and their parents. In order to deliver youth development programs and to ensure those who need our services the most had access to them, Boys & Girls Clubs of Sarasota County collaborated with the Smith-Brown Community Foundation to establish the Louis and Gloria Flanzer Boys & Girls Club in July 2018 in the middle of Section 8 housing. (County, 2020)

3.4 Community Notice and Dissemination of Information

Boys & Girls Clubs of Sarasota County sent letters to the four local schools and the one local private school, as well as, a press release to local media affiliates including print, digital and television networks, on June 26, 2019, as well as an announcement on our website regarding the intent to apply for funding for the proposed Nita M. Lowey 21st CCLC Program. Our organization will partner with the four local public schools; as well as keeping equitable services to the two private schools in the area. There are two eligible private schools in Arcadia but neither have responded to our notifications of the program. We have identified a total of approximately of 129 local private school students who would be eligible for the program but, as mentioned, we have not heard back from any of the schools. DeSoto Christian School

serves 14 students in grades K-10 and Faith Community Christian Academy serves 115 students in grades K-12. Because we did not receive any responses from the private schools, we do not currently have any private school students participating in the Nita M. Lowey 21st CCLC in Arcadia. In addition, we have engaged a large number of partners to provide services for the program. Boys & Girls Clubs of Sarasota County will continue to inform the public about the Nita M. Lowey 21st CCLC Program application and provide open community access to the application and all information regarding the program through various communication channels targeting the students and their families, as well as, the program partners and surrounding community. In order to distribute information, communication channels will include the program's web page, flyers, press releases and digital communication platforms. The Nita M. Lowey 21st CCLC Program team will work directly with the organization's Advancement team that oversees marketing and communication efforts. The web page will launch at least one month before the program begins and be maintained and updated at least twice a year by the organization's Director of Marketing & Communications. We have also spoken to many of our program partners and opened the dialogue regarding their involvement in the 21st CCLC Advisory Committee. We expect numerous partners to participate. Additionally, information will be disseminated through the target/partnering schools.

Effective community outreach strategies will be used to disseminate program information, program achievements, data-based successes and operational information to appropriate audiences. The primary hub of information will be the 21st CCLC program webpage, which will be integrated into the existing Boys & Girls Clubs of Sarasota County website (bgcsarasota.com) and designed upon notification of funding. The webpage will launch at least one month before the 2020-2021 school year and be designed and maintained by our Director of Marketing & Communications in collaboration with the program staff. This resource will feature pertinent program information such as the description/narrative, address, target schools, hours of operations and contact information for the Site Coordinator. Furthermore, the webpage

will be updated as needed, or at least twice a year, and reflect progress toward key program goals and objectives, as well as, any required program amendments.

Additional communication strategies will include, but will not be limited to:

- Press releases will be sent as needed to local media, including TV and publications written in Spanish/other languages for Community Awareness.
- All parents will receive flyers and information by the Site Coordinator and teachers, and will be approached by the teacher in person when a child is identified for referral.
- Teachers will receive information via their school faculty/pre-school training.
- Digital information sharing will be achieved via email blasts, phone calls/texts, Boys & Girls Clubs of Sarasota County website and the 21st CCLC Program webpage (to be developed).
- Digital platforms will be updated as needed or at least twice each year.
- Flyers will be distributed to parents at parent-pickup as needed.

member will be assigned to review the website and post to Facebook at least weekly.

3.5 Partnerships and Collaborations

3.5a Partnerships The full spectrum of partnerships can be referenced in the Partner's Table section but some examples of those partnerships we have established to increase the quality of the program include: All Faiths Food Bank, which provides healthy snacks year-round, and breakfast, lunches and snacks during the Summer Program, to our children at the LGF Club so they can focus and perform their best every day; The United Way Suncoast Third-Grade Reading Initiative will keep all students on track to achieve on-time grade advancement by ensuring they are at a grade appropriate reading level during the school year and preventing summer slide during the summer; The DeSoto County School District and our four target schools will provide administration support and access to academic, participatory, and behavioral information; Links2Success will provide educational supplies and support throughout

the school and summer program; The Smith Brown Community Foundation will provide educational supplies and support throughout the school and summer program; Charles & Margery Barancik Foundation is providing programmatic matching funds; The Mosaic Company provides programmatic and capital support specifically to our Louis and Gloria Flanzer Boys & Girls Club; DeSoto County Sheriff's Department will meet with students about safety, duties, community building and additional learning activities; QuitDoc Foundation will supply educational supplies and support.

In order to continually review the program outcomes, we will make adjustments and improvements to the program through the year to improve current and future success of the program. The 21st CCLC Program Advisory Council Committee will be formed with a group of volunteers comprised of community organizational stakeholders, such as partners, parents and teachers. The Advisory Committee will meet a minimum of two times a year and will be charged with a variety of tasks, including developing a sustainability plan, acting as ambassadors for the program, and bringing ideas to the table about communication, participant retention, partnership exploration, and other significant topics. Updates and reports from the evaluation will be shared, and information will be used to determine whether benchmarks are being met, and whether the program needs change during the full duration.

3.6 Collaborations A large reason we are successful is due to the **collaborations** we develop with the schools whose populations we serve. We ensure that the 21st CCLC Program experience feels more like a continuation of the students' day that supplements rather than supplants it. This is why we have certified teachers on site who are able to not only effectively assist with homework, but assist in the same style and method that the teachers at their schools are teaching and requiring. Also, through this collaboration we maintain a constant line of contact with the four schools being served to address both behavioral and academic struggles and needs while staying in line with all Family Educational Rights and Privacy Act guidelines. In this way, we can provide the best possible service while creating the largest impact for optimal

outcomes through focused and targeted one-on-one support in the specific areas a student is struggling in. If a student is falling behind in a particular subject, we will find that out both from quarterly grades and/or directly from the teachers so as to give them extra assistance in that subject as we receive academic, participatory, and behavioral information.

Meaningful collaboration will occur between the school district, the four individual target schools and the Louis and Gloria Flanzer Boys & Girls Club in Arcadia. Through an agreement, each of the four target schools will share quarterly grade reports and attendance. The Nita M. Lowey 21st CCLC Program will use the EzReports System for recording grades and attendance internally. This data will be used by program staff to provide additional attention to each student's areas of struggle, while also highlighting and bolstering each students' unique strengths, talents and interests. This data will also be used to track and assess overall program efficacy. While grades, attendance and important observations will be shared by the schools, the 21st CCLC site agrees to use this information to improve each individual child's academic and enrichment performance, while also using overall data to improve the program as a whole. Furthermore, while student performance and behavior will be shared quarterly, we will keep an open line of communication with the schools in order for them to share special circumstances/incidences/events as they arise. Finally, teachers will serve on the 21st CCLC Program Advisory Council Committee in order to act as a bridge between what students experience at school and then at the Club to be an extension of their school day. We know community partnerships and collaboration are shown to improve impact, enhance continuity and remove redundancies. Throughout the 50-year history of our organization, we have shown that some of our greatest assets are our community partnerships in order to enhance the impact on the kids we serve and the Arcadia 21st CCLC Program is no different.

3.6 Target Population, Recruitment and Retention

Target Population The students targeted for the proposed 21st CCLC Program attend Memorial Elementary (100% F/RPL), West Elementary (100% F/RPL), Nocatee Elementary (100% F/RPL) and DeSoto Middle (100% F/RPL). Target students all come from low-income households with many being closer to destitute than impoverished, as demonstrated by the fact that 100% qualify for free and reduced-price lunch. Also, one-third of our target population lives in households with an annual income of \$9,000 or less. These students have multiple risk factors that impact their learning, which include: poverty, a lack of proficiency and school success, as well as vulnerable home environments. As there was no after-school or summer youth development programs in the community of Arcadia prior to the opening of the LGF Boys & Girls Club, the need was and still is great. We have remained at enrollment capacity with a consistent and significant waiting list. Thus, program participants were designated by a first-come, first-serve basis. However, as the Club is located in the middle of Section 8 public housing, we have made our services as accessible as possible to those who need them the most. Also, the four schools we propose serving, have all been rated poorly and consistently underperform in the major academic areas of Language Arts and Reading, Math, and Science. The schools have also received poor scores for outcomes, performance and attendance as well. Therefore, this is a community in need of out-of-school youth development programs to increase academic success, reach their full potential and escape the cycle of poverty that the entire generation of young people in Arcadia are currently at-risk for remaining trapped in.

Parents and/or teachers may also request that their child or student be referred for services and will be accepted pending current capacity. 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 that are enrolled. Partners will be engaged for additional needs as they are identified by the 21st CCLC Program staff.

Recruitment and Retention As a responsible organization with decades of results-driven methods and policies, we have **recruitment plans**, despite the waiting list that currently exists. Elementary-age students from the three targeted elementary schools of West, Memorial, and Nocatee Elementary, and middle-school aged students from DeSoto Middle, 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. This will be performed at the beginning of the school year so as to begin positive results immediately. Students who are just beginning their academic journey in Kindergarten and 1st grade, but coming from impoverished homes traditionally will 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. 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. A press release will be sent to local papers. At least one staff will be bilingual and can communicate with parents who do not speak English; flyers will also be available in Spanish.

Our organization is here to serve every student that needs our programs and services. This is why we ensure that our programs are accessible to all students. Measures we have taken to ensure inclusion include ADA certified facilities, inclusive recruitment and staff must complete trainings regarding various special needs of students. Students with special needs will follow the same schedule and receive the same curriculum as other students. However, additional time and attention will be given to any students with special needs as advised by the Site Director and FL Certified Teachers. If any special needs student(s) require additional time

and attention, the Site Director will ensure they receive it while also ensuring the 1:20 ratio of enrichment staff is upheld.

Retention in the program will be achieved through meaningful, high quality and stealth learning programs that keep students engaged. This will be furthered through daily attendance as all program participants are required to check in and out as they arrive and leave each day, which is stored in our KidTrax database. Additionally, our program will maintain open communication with parents. Staff will also maintain continuous in-person interactions, also called “touches”, with the parents through pick-up at the site at or before 6 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. Retention also comes as a result from both measurable and non-measurable outcomes. Documentable metrics like improved academic success, increased engagement in programs at the Club and school, as well as fewer missed days all result in parents continuing their child’s enrollment.

3.7 Times and Frequency of Service Provisions for Students and Adult Family Members

The 21st CCLC Program will serve elementary students for 16.25 hours per week, Monday through Friday and middle students 11.25 hours per week, Monday through Friday, with both academic and enrichment programs being offered each day. While times can vary due to individual children’s unique needs, all participants will engage in a minimum of at least one hour spent on homework, tutoring, and academic enrichment, and at least one hour of personal enrichment programs. The week before school starts and the week before school lets out, our site is closed to prepare for the turnover of services and staff. Our Summer Program runs from 8 a.m. until 5 p.m. for 10 weeks during the summer with the week of the July 4th being closed. Our Summer Program offers both academic programs to prevent the summer slide while also providing enrichment programs to build character and recreational activities to ensure our students are having fun. The services provided for the adult family members include 6 Adult sessions. Two sessions will be orientations for family members/caregivers to review program

requirements and activities with one at the start of the School Year program and one at the start of the Summer Program. These sessions will also promote the importance for parental engagement with their children's academic achievement goals. The other four sessions will focus on adult literacy development in regards to computer literacy, financial literacy, and one learning opportunity for Reading, Math, and Science Strategies for Helping Their Students; all which were indicated in the Needs Assessment Surveys. Finally, there will be at least one session for mental health and counseling resources awareness to help parents connect with important mental health services. Literacy and mental health and counseling resources awareness sessions will be held at least once a quarter while orientation sessions will be held at the start of the 21st CCLC After-School Program and one at the start of the 21st CCLC Summer Program.

3.8 Program Evaluation

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 Boy & 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. 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)**; (12) and ALPS data showing program impact on adult family members of participating students **(Monthly; By Event)**.

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 vs. 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 Measures 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 involvement, refinement, and alignment with Florida's Afterschool Standards. Data will 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.

3.8a Statewide Standard Objectives

Measurable 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. Academic report card grades will be used to gauge the success of our programs in regards to improving performance to a satisfactory level or above, or maintaining an above satisfactory level of performance in the core academic subjects of English/Language Arts, Mathematics and Science. All program participants, both elementary and middle school students, will be evaluated in these subjects with goals of 55% in each subject for regularly participating students to improve to a satisfactory grade or above, or maintain a high grade across the program year.

3.8b Objectives for Academic Benchmarks

Measurable 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 in regards to Third Grade Promotion for our elementary participants and improving the passing rate of the Algebra I End-of-Course exam for our middle school participants. The percentages for these benchmarks include 45% for Third Grade Promotion while the benchmark of 90% is set for students passing the Algebra I End-of-Course Exam.

3.8c Applicant-Specified Objectives

In the domain of socioemotional learning, we use the MyFuture Positive Club Climate curriculum offered by Boys & Girls Clubs of America for our K-8th grade Club members to improve their social skills and engagement. This free online program for Boys & Girls Clubs helps members to identify and recognize their own feelings and why they feel the way they do. How members feel at the Club affects learning, decision making, how they treat others and their well-being. Learning to recognize, understand, label, express and regulate emotions will help all members have a great Club experience and promote a positive, safe, and healthy Club climate for all individuals. The activities in this curriculum will help all members, both elementary and middle-school aged, learn the importance of their own emotions and those of others. The program has a built-in badge award program which incentivizes Club members to continue participating in order to collect badges as they complete sections of the material. For evaluator use, pre, mid, and post-assessments will be used to gauge a baseline and then eventual progress in the program. We expect 80% of regularly participating students will maintain high performance or improve their social engagement as measured by pre, mid, and post-assessments. This percentage is based on other 21st CCLC sites that our organization has successfully run. Pre, mid, and post assessments will be completed in August, January, and December, respectively, for the School Year. In the Summer, pre and post-assessments will be completed in June and August, respectively. The MyFuture Positive Club Climate program has built-in tracking for each individual Club members' progress in regards to badge achievements and sections completed, as well as pre, mid and post-assessments of participants' understanding of emotions, positive social interactions, and improved engagement. The Program Director will be responsible for reviewing data, ensuring data accuracy and for providing the data to CASPER for independent evaluation. Upon review of data, the Program Director will share the information with the Project Director to discuss any potential and/or necessary developments to the site to help improve Club members' social engagement, social skills, emotional well-being, staff understanding, and overall positive Club climate.

In the domain of Career Exploration, we use the Career Launch program through Boys & Girls Clubs of America. Middle-school students, grades 6-8, under the mentorship of staff and volunteers explore career possibilities. Mentoring from professionals in the field, guest speakers, college and job site tours, job shadowing and training opportunities round out the program. The program helps Club members discover career fields based on their individual identities, career interests, work values and skills & strengths. Part of our mission is for all Club members to have a plan for the future and Career Launch gives middle-school members the ability to do just that. For evaluator use, pre, mid, and post-assessments will be used to gauge a baseline and then eventual progress in the program. We expect 75% of regularly participating students will improve their engagement with career exploration as measured by pre, mid, and post-assessments. This percentage is based on other 21st CCLC sites that our organization has successfully run. Pre, mid, and post assessments will be completed in August, January, and December, respectively, for the School Year. In the Summer, pre- and post-assessments will be completed in June and August, respectively. Assessments will be used to evaluate what students have learned about potential career fields, duties, short-term goals, long-term goals, in-demand careers, career prerequisites, etc. The Program Director will be responsible for reviewing data, ensuring data accuracy and for providing the data to CASPER for independent evaluation. Upon review of data, the Program Director will share the information with the Project Director to discuss any potential and/or necessary developments to improve the efficacy of the Career Launch program for middle-school participants in Arcadia to increase their engagement in career exploration to reach their full potential.

In the domain of Personal Enrichment, we provide all elementary-aged Club members with physical activity and education in order to improve their Health & Nutrition. We anticipate 75% of regularly participating students will maintain high performance or improve their physical activity as measured by pre-, mid-, and post-assessments. Many of the students have limited access to physical education outside the school day. Many have unhealthy behaviors and the

district as a whole has been rated poorly in health risks and factors by state demographics, largely attributed to poverty. The measure used for assessment will be the Presidents Physical Fitness Test which includes curl ups, push-ups, or 1-mile run. This test can be modified for younger students and students with disabilities, with modifications provided by the US Government. Pre, mid, and post assessments will be completed in August, January, and December, respectively, for the School Year. In the Summer, pre- and post-assessments will be completed in June and August, respectively. Pre-post assessments are developed and/or approved by the program evaluator. The assessments are administered during the normal course of the program activities, allowing for an integrated activity that helps guide the programming to meet the needs of the students. Upon review of data, the Program Director will share the information with the Project Director to discuss any potential and/or necessary developments to improve the efficacy of the Health & Nutrition program for elementary-aged participants in Arcadia to maintain high performance or improve their physical activity in order to reach their full potential

In the domain of Family Literacy, we will be using the Adult Family Impact Survey (AFIS-EE) developed by CASPER. This program will be available for the parents and/or caregivers of both our elementary and middle-school aged Club members and held quarterly at evening family literacy events. Only parents actively participating will be assessed and perceptual parent surveys will be used as the assessment. Success is measured by the number of parents responding positively to the seven questions on the AFIS-EE. The before and after sections of the survey assesses self-reported impact or knowledge and conative impacts on parenting and educational involvement. Mid-year progress will explore the proportion of parents reporting increased knowledge and/or conative impacts secondary to participating in adult family literacy trainings. Mid-year progress will be based on those trainings occurring from the Summer through December. End-of-Year progress will be based on all adult family literacy trainings provided from the Summer to the end of the Academic Year (in keeping with federal data

reporting periods). The survey is administered at the end of each adult family literacy training providing during the course of the program year. Data are collected via paper-and-pencil methods and entered into a database. Data are then provided to the evaluator for analysis and feedback for the program. Internally, upon review of data, the Program Director will share the information with the Project Director to discuss any potential and/or necessary developments to improve the efficacy and impact of the Family Literacy Events.

For all of the aforementioned objectives, evaluation performed by CASPER 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. These will be shared with program staff in order to provide necessary feedback for continuous program improvement to increase efficacy and deepen program impact.

3.9 Approved Program Activities

Upon arrival, each student presents their Club Membership Identification Card to the staff at the front desk. This acts as a digital check-in to ensure we keep active track of all participants who enter and are in attendance that day. Participants begin with a healthy snack provided by All Faiths Food Bank, as research has shown that nutrition and making sure children are not going hungry greatly improves concentration, focus, cognitive ability, and cognitive development; all of which are crucial to academic performance, success, and personal enrichment. As our children are all well below the ALICE threshold, it is very possible they face food insecurity and have nutrition needs not being met at home. 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 also ensuring that all participants are receiving some form of after-school nutrition. 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 is a crucial component as it allows the students to engage with teachers and enrichment staff and build relationships with positive adult influences, as well as relaxing before they begin their instructional programming. It also addresses the need for at-risk children to be in a supervised environment after school, with adult role models/mentors and promote positive behaviors and improved social engagement.

When healthy snack time is over, all participants, both elementary and middle-school, move to classrooms for homework assistance with FL Certified Teachers to close the gaps identified in the Community Needs Assessment, as well improving proficiency to meet state and local standardized assessment standards. During this time, the student-to-teacher ratio will not exceed 10:1. During homework assistance, at least one certified teacher and at least one enrichment staff will be supervising to ensure that everyone is completing all of their assignments with the help and one-on-one attention they need in order to supplement, extend, and enhance their regular school-day learning through improvement of student academic achievement. The other staff will remain in the LGF Boys & Girls Club facility, and ensure the

participating children receive individualized attention as often as needed. The homework assistance portion will last one hour and will occur daily. 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, or other educational activities that they can complete in their seats without disturbing other students who are still working and still using the time for enrichment. 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, increase grade promotion and end-of-course exam proficiency identified by teachers, parents, state and county academic demographic results, and as a major risk-factor in dropout prevention. This homework assistance hour is designed to supplement their daily learning and reach the 55% benchmarks described in our Objectives Table in the courses of Reading, Science and Mathematics Advancement, as well as the 45% benchmark for overall third grade promotion and 60% **(Objectives 1, 2, 3, 4 & 5)**.

After each child completes their homework assignments, reading, math, and science, and enrichment project-based learning modules begin. These activities are selected in collaboration with the targeted schools to meet the unique, needs, and standards of the area and student population as identified in the CIMS model and Community Needs Assessment. This hour presents exciting, project-based and age-appropriate 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 need(s) and learning style. A different topic may be taking place in each section of the building, as this content is also interest-driven and rotates so as to keep the students engaged from hour-to-hour and from day-to-day.

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 to raise academic standards as identified in our Objectives Table and supplement their daily learning. These activities also present in a variety of formats so as to meet the unique needs of all students. STEM projects are particularly interesting and appealing to students as they build skill and interest in STEM fields. To help meet Mathematics academic standards (**Objective 2**) in a fun way that keeps students engaged, students, both elementary and middle-school, will participate in the Project Sandbox Curriculum for one hour a session, 2-3 times per week in groups of three to five students (Activity Plan 2). Students learn how they would build a sandbox which enriches their education through a math curriculum based on dimensions, volume, and mathematics in a fun and engaging way to help meet the benchmarks specified in our Objectives Table. Elementary students complete an age and skill-appropriate version while middle-school students incorporate more complex mathematical principals in order to complete the project. The expected outcome is a better understanding of the mathematics in our everyday lives; defining and understanding the difference of volume and capacity, while maintaining a particular area to encompass the project.

For **Objective 3**, Science proficiency, both elementary and middle-school students will participate in the Aerospace Engineers...Lift Off! Curriculum, sponsored by NASA, for one hour a session, 2-3 times per week where students engage in projects revolving around space and space travel and use all manner of science and math to solve project-based learning problems (Activity Plan 3). It can be difficult to put together a unit that completely honors the differing levels of elementary students, particularly in the STEM arena. This unit proves to do just that. In its entirety, the interest generated, creativity used, and the ideas discussed cover science, math, and engineering better than most programs previously used. Therefore, students' grades in science (and mathematics) are expected to increase.

. For other enrichment activities, both middle school and elementary students will participate in the Readers' Theatre Curriculum 2-3 times a week for one hour each which advances education in Reading/Language Arts (**Objective 1**), as well as socioemotional learning enrichment through activities where students view, create, and participate in reading scripts, acting them out, or even write their own as they collaborate with other students to meet objectives based on enhancement in Reading achievements. Middle-school students will analyze text, characterization and viewpoints, in addition to performance, in order to elevate understanding and significance of reading. Readers' Theater has proven to be a successful strategy for developing reading fluency. Improved fluency has led to an increase in reading comprehension and an increase in reading for pleasure.

Students may also be visited by community professionals in a field that correlates with the subject matter being discussed (**Objective 7**). This provides opportunities to teach while introducing them to important fields, organizations, and other issues or opportunities within the local community. Specifically for our middle-school students, this will be when their weekly Career Launch curriculum will be offered. During this time, middle-school students will identify careers of interest, receive academic counseling, and develop empathy skills that will serve them in further education and in the workplace. This program helps to increase the focus and interest in pursuing goals and interests beyond high school and to develop the socioemotional skills necessary to be successful in their desired fields. During the Summer Program, educational field trips are available as well.

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 the needs assessment, as well as increasing their overall academic benchmarks and personal enrichment through well-rounded educational activities.

Participants may also use this second hour of programming to engage in an enrichment activity according to their assigned group. The enrichment activities are selected to supplement and enhance their regular school day learning, help reach Objective benchmarks we have set, and close gaps on needs identified. During this time, the student-to-Enrichment Staff ratio will not exceed 20:1. Some of the activities for the elementary-aged participants during this time will center around improving their health and nutrition through physical activity and age-appropriate education regarding abstaining from risky behaviors (**Objective 6**). This includes playing outside in structured, organized, curriculum-based recreational activities while making sure they attain the recommended amount of daily and weekly physical activity. They may spend some of this time in structured physical activity and then spend the second half learning about the dangers of drugs, alcohol, tobacco and delinquency, as well as the importance of nutrition and diet.

Furthermore, other enrichment activities include visiting the technology area to build their internet safety awareness, digital skills, digital literacy, close the digital skills gap, or increase financial literacy through projects such as creating their own lemonade stand. The art portion of the facility to explore their creative expression and learn more about art methods and styles. Students will participate in other various activities that encourage the learning of basic facets of digital literacy, culinary arts, financial literacy, and other introductions to skills and fields that are crucial to future success, being well-rounded individuals, with reinforced enrichment opportunities designed to meet Objectives benchmarks and help students reach their full potential.

Another enrichment activity will be the Mind + Heart Curriculum two to three times per week for one hour each where students engage in activities as groups that promote socioemotional learning (**Objective 5**) through collaboration, peer support, and social development. The activities include small group, conversational, and peer support systems to engage in activities that promote social development. They can be used with the Bucket Fillers books for additional support, literacy, and family involvement. The expected outcome is a better

understanding of empathy, generosity, sympathy and acceptance as demonstrated by continued effort and actions throughout the year

All participants also have access to other enrichment which include leadership enhancement, character development, teamwork and collaboration growth, and also improving communication between peers and adults. These activities address physical health, nutrition, classroom behavior, academic enrichment, and improvement, dropout prevention, avoidance of behaviors and actions detrimental to success, and even career exploration opportunities. Also, this serves their socioemotional health as this hour focuses less on individual needs but on group activities where children can work on collaboration, communication, critical thinking, and compromise with a diverse group of students, while in an environment that promotes peer and staff support as well as positive emotional expression. During both the school-year and summer programs, cultural programs will be offered to students through speakers and field trips so students can have a larger worldview outside of their small community.

During parent pick-up, staff have 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 in the areas of computer/digital literacy, financial literacy, mental health and counseling resources and other opportunities that help them get involved in their children's academic journey and success (**Objective 8**). We expect to hold 6 Adult events per year with each being one hour long. There will be at least three Adult Literacy sessions held once a quarter, while the session held the remaining quarter will be for Mental Health and Counseling Resource Awareness. There will also be an orientation at the start of the After-School program and another at the start of the Summer Program to inform families about the program, its goals, and how they can help their children meet those goals. In addition to the program day, children will participate in special events and partner donations that help ease the difficulties of their low-income living conditions.

These address poverty, socio-emotional learning, parental literacy, parental involvement, and fulfillment, and meeting children's need that are not met by the family and improve parental engagement, literacy and awareness of resources to close gaps on needs identified in the Needs Assessment and School Improvement Plans.

3.10a Staffing Plan

Our organization's most critical asset that makes the most meaningful impression and impact on the children's lives is our Club staff, as well as, our volunteers. The individuals who the children see and interact with each day at our Clubs are loving, caring, compassionate people who want to see all of our Club members on a pathway toward a great future as productive, responsible, caring citizens. Club staff are recruited in a variety of ways including job fairs, word-of-mouth, and by referral. We also post job openings online through our website and through online employment search engines such as Monster and Indeed. Club staff work every day to create a safe, fun environment where kids can pursue academic success, good character and citizenship, and a healthy lifestyle under the guidance of caring, trained, trustworthy adult leaders. Level 2 fingerprint and criminal background checks are required for every staff member and volunteer who has direct contact with the children. Our background checks go through the Department of Children & Families, in which we are informed if any of our employees/volunteers commit any crime that makes them ineligible to work with children immediately. We partner with TOPS Human Resource Solutions, which is the largest locally owned and operated staffing provider on Florida's gulf coast, to conduct yearly background checks as well. Ongoing training and supervision of staff and volunteers are critical. Clubs participate in a wide variety of child safety training conducted through seminars, conferences and webinars. Our safety policies and procedures adhere to the highest standards.

The 21st CCLC Program will include one **Project Director**, who will be responsible for total program oversight and one **Site Director**, who will assist the Program Director by working closely with Enrichment Professionals in executing their schedules, be responsible for collection

and maintenance of data and distribute program supplies to each site while coordinating parent events and student enrichment activities with the contracted agents, teachers, and facility and also ensuring active collaboration with schools. They will serve as a direct contact for the advisory board, parents, and teachers, as well. The **Family Liaison Specialist** will assist adult family members in registering for adult enrichment opportunities, literacy classes, and assist with data collection. The **Certified Elementary School Teachers** will be responsible in delivering academic support according to program guidelines and will not exceed a teacher to student ratio of 1:10. The **Enrichment Paraprofessional/Tutors** will be responsible for the daily delivery of enrichment activities and will not exceed a staff to student ratio of 1:20. Both teachers and enrichment staff will assist with relaying student data to be collected. All staff operations will be monitored by the Director of Program Services at the Boys & Girls Clubs of Sarasota County. All program staff are trained in CPR and First Aid.

3.10b Professional Development

Staff training consists of an interactive Boys & Girls Clubs of America training program, BGCA.net, to watch an Introduction to Boys & Girls Clubs, Child Safety, Guidance and Discipline Techniques, and Development Characteristics of Youth. As well as, a special Club tour and job shadowing for one week. Each of our full-time Club and administrative staff are also required to spend time at each of our Club sites to observe the similarities and unique challenges of each Club and to also participate and engage to gain a more robust understanding of each Club, their staff, and the programs and services we offer and how they are enacted. We also implement orientations at the start of each program as well as a refresher for staff which includes socioemotional training. We constantly look for ways to improve our practices and training for our local Clubs and staff, and will continuously introduce additional resources as they become available. We will have both the Program Director and one programmatic staff attend the FDOE statewide training during the Fall 2020. The dates of the 2020 Florida Afterschool Conference training have not been posted yet but we agree to have

both our Program Director and one member of our programmatic staff register and attend the training when it is posted. Beyond that, we have our internal professional development trainings which include the National Boys & Girls Club Conference along with various conferences that appear throughout the year. Our organization makes it a significant point to keep staff development a priority which is why we make sure to inform program staff of any upcoming conferences or online trainings available hosted by Boys & Girls Clubs of America that would be beneficial for the program and our organization covers any associated costs.

Because FL Certified Teachers will be on staff and accessible to students daily, we rely on the expertise and experience of FL Certified Teachers in bringing high-level programs to enrich students' academic performance in key subjects. FL Certified Teachers are expected to remain up-to-date on the latest teaching techniques and standards and we rely on that expertise in our Club space to impact students. Additionally, our enrichment professionals are trained staff whose position in the program is dictated by their experience and where their skills would be of best use. Only staff with the appropriate experience and knowledgebase will be hired and put in place to instruct students in various academic and enrichment categories. The Site Director will oversee all positions to ensure that curriculum is being delivered at the highest level by the most appropriate staff. For example, all staff must be capable of teaching select curriculum due to advanced knowledge and/or experience with that subject.

3.11 Facilities

The proposed 21st CCLC Program is be located at the LGF Boys & Girls Clubs at 18 School Avenue in Arcadia, FL which provides several spaces for project-based learning and is in the middle of Section 8 public housing where a majority of our target population lives. The proposed 21st CCLC Program will be located at the LGF Boys & Girls Clubs at 18 School Avenue in Arcadia, FL which provides several spaces for project-based learning and is in the middle of Section 8 public housing where a majority of our target population lives. Due to the

size of the Club, group sizes are kept small and not to exceed 1:20 for Enrichment Professionals nor 1:10 for FL Certified Teachers. The current Club provides adequate space to ensure that staff-student ratios are safely and easily maintained. Also, in order to ensure the safety of Club members, capacity was based off of building and fire codes. Additionally, the Club has two fire exits that are easily visible and accessible to anyone inside of the Club. The current Club space is one large area separated by room dividers in order to create various classrooms. Room dividers are used to create a front desk/check-in area, a play area, a reading and homework room, and a computer room. The site is available to the Boys & Girls Clubs of Sarasota County thanks to partnership with the City of Arcadia. The site gives children in the Arcadia community an opportunity to learn and grow in a safe and nurturing environment. The small schoolhouse was updated and now currently is sectioned into different learning and educational areas while the adjacent free-standing gymnasium is currently under construction to be expanded and renovated to provide additional educational, recreational and enrichment space. The current site complies with the Americans with Disabilities Act (ADA), and the future site will once completed. The agency's Board of Directors, as well as DeSoto County, ensures both facilities are and will be safe and up to current standard codes for operation. The current facility also includes a large outdoor recreational area maintained the by the City of Arcadia. Please find our FL Dept. of Children and Families Childcare Licensing exemption attached.

3.12 Safety and Student Transportation

Due to the lack of County resources and staff, we are unable to have our students dropped off directly at the site. Because of this, our students arrive by either being dropped-off by a parent/guardian or being dropped off at one of two nearby regularly scheduled bus stops. Our staff wait at each bus stop, rain or shine, and walk students safely to the site. Due to this, no transportation expenses will be necessary for this program. At the end of the program, approved parents/guardians arrive and pick-up their students from the site. Due to the lack of County resources and staff, we are unable to have our students dropped off directly at the site.

Because of this, our students arrive by either being dropped-off by a parent/guardian or being dropped off at one of two nearby (within two blocks of the site) regularly scheduled bus stops. Our staff wait at each bus stop, rain or shine, and walk students safely to the site. In the case of extreme weather, if there is an organization van or bus available, that vehicle will be utilized to transport Club members safely from the bus stop to the Club. However, if an organizational vehicle is not available, staff cars may be utilized, as long as they have been approved to drive Club members. However, if weather were ever to be too extreme (e.g. a hurricane), we would likely close the Club and contact all parents regarding pickup of their children directly from school.

Student safety is of the highest priority with or without 21st CCLC. All staff, eligible volunteers and Board Members are required to be Level 2 background screened and screening clearance (local/FDLE/FBI) are screened through Clearinghouse. The Clearinghouse allows the results of criminal history checks to be shared among specific seven (7) State agencies when a person has applied to volunteer, be employed, be licensed (including foster parents), or enter into a contract that requires a state and national fingerprint-based criminal history check. All program staff will be trained in CPR and first aid, and skilled in handling emergency situations. The Site Directors are the point of contact for emergency needs. 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. All staff are reachable via radios that are kept on their persons at all times with the Site Director being the main contact for emergencies. Only staff or volunteers who have completed clean driving background checks and have had less than 3 traffic violations in the past 3 years are allowed to drive students to and from any field trips. Our organization owns several busses and vans for transportation purposes. The vehicles are inspected quarterly by our Director of Facilities & Child Safety and are scheduled for routine maintenance. Staff who drive organization vehicles are expected to report any issues with the vehicles if they are experienced while in their use. If any vehicle has been reported to have an

issue, the vehicle will be taken out of rotation until it has been thoroughly inspected and fixed, if necessary. In order to use a vehicle, staff must either be assigned a vehicle or sign up for a vehicle and the time and day they will be using it. This ensures that accurate records are kept on which staff used which vehicle during what time.

3.13 Sustainability

The Boys & Girls Clubs of Sarasota County Board of Directors has built the sustainability plan of the Louis and Gloria Flanzer Boys & Girls Club into our organization's overall strategic fundraising plan that primarily involves our Board of Directors, CEO/President and Advancement team. The agency's plan is to secure important and necessary financial resources for the future, which will enable our organization to meet all current goals and initiatives, and further, to institute new and innovative programs for thousands of Club members. 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. Our goal is to expand the core of existing contributions while finding new prospects through referrals from our current stakeholders, such as our Board of Directors. Executing this strategic development plan will increase outside investment in our work, which will in turn provide a reliable source of annual income and help secure major gifts to bring funding into Sarasota County. The ultimate goal is to secure \$6.5 million annually; we are currently on track. The target was established based on critical needs, thorough research and the feasibility of attracting contributors. To work toward our goal, we aggressively cultivate new prospects and make appeals to generate support for short and long-term needs. To achieve this goal of raising necessary funds, we work to raise awareness of our mission in the community, motivate key donors and provide these audiences with opportunities to contribute. We target a diverse group of donors including, but not limited to, private and corporate foundations, community civic clubs, corporations and individual donors. The Advancement team effectively communicates our organization's appreciation to all major donors in a systematic manner. Stewardship recognizes that each donor is unique, brings the

donors into a more personal relationship with the organization and instills confidence that the gift will be used to fulfill our mission. Goals and measures are thoroughly reviewed on a monthly basis at Board of Directors meetings; however, revenue is tracked and monitored daily.

Also, in order to ensure broad-based community, school and student involvement and support, Boys & Girls Clubs of Sarasota County's 21st CCLC programs will establish a local 21st CCLC Advisory Board comprised of at least two (2) parents, two (2) students, one (1) regular school day teacher from each target school, and a diverse group of members of community agencies and the private sector. The Board will comprise of 10 to 15 members. The advisory board will hold a minimum of two (2) meetings per year, with minutes taken and attendance recorded. The focus of the advisory board meetings will include at a minimum current or future program needs and/or concerns, program evaluation results, program operations and active recruitment of resources to implement the sustainability plan.