

3.1 Project Abstract

The Nita M. Lowey 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 and youth development opportunities after school. The goal of the Program is for 75 children at each school to ultimately achieve state student standards in core subjects including math, reading and science, while their families receive educational services including program orientation, literacy training, and raising awareness of mental health and counseling services. The 21st CCLC Program will serve students at the elementary sites for 12.5 hours per week, Monday through Friday and students at the middle school site for 12.8 hours per week, Monday through Thursday, with both academic and enrichment programs being offered each day. The 21st. CCLC Program will serve students in grades K- 5 for all elementary school sites, Alta Vista, Emma E. Booker and Tuttle. The Booker Middle site will serve students in grades 6-8th.

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. While completely autonomous, 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 five Club locations in Sarasota County – three in Sarasota, one in Venice, one in North Port - and one Club location 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 impoverished community of Arcadia community of DeSoto County. This was made possible through local support from the Arcadia community, Boys & Girls Clubs of America, and the Smith-Brown Community Foundation. The organization has previously operated seven (7) Nita M. Lowey 21st CCLC Programs for nearly 15 years and helped youth achieve life-changing academic goals. In 2015, the agency successfully secured funding to provide the Nita M. Lowey 21st CCLC Program at these same four school sites and this request represents a renewal of funding. We have now successfully been running Nita M. Lowey 21st CCLC programs at these schools for the past five years, on top of other Nita M. Lowey 21st CCLC (21st CCLC) locations currently in Newtown and in our organization's history.

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. Mr. Sadlo successfully acquired his Bachelors of Science in Secondary Education in 1992 from the University of South Florida. 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 and individual 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 \$6.5 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 sites is tracked and analyzed through the EzReports software provided by the Nita M. Lowey 21st CCLC Program.

3.3 Needs Assessment

Sarasota is renowned for being a tropical paradise on Florida's gulf coast, with some of the best beaches in the world and a renowned art scene with a symphony, opera, one of the largest collections of baroque art in North America, as well as many numerous small or private galleries. Beyond this, there are incredible museums, historical and cultural centers, and a burgeoning food scene. For North Sarasota to live up to its motto of: "We live where you vacation", one only need to point to the beautiful beaches, multi-million dollar condominiums, art scene, and thriving downtown. However, behind the glossy veneer, there are children only blocks away from the palatial penthouses who are attending underperforming schools during the day and going to bed hungry at night in small public housing tenements.

These children and families live on the completely opposite end of the financial spectrum from those who move here to enjoy the tropical beauty. These families struggle to meet even the most basic needs of food and shelter. These children only know poverty and experience seclusion from the cultural activities that make this community so exciting. These youth often don't have enough food to eat, some are homeless, and most struggle with basic academics.

Our students will come from the four targeted of schools of Alta Vista Elementary, located at 1050 South Euclid Avenue, Sarasota, FL 34237; Booker Middle located, located at 2250 Myrtle Street, Sarasota, FL 34234; Emma E. Booker Elementary, located at 2350 Dr. Martin Luther King Jr. Way, Sarasota, FL 34234; and Tuttle Elementary, located at 2863 8th Street, Sarasota, FL 34237. All four schools are identified as Title I. Our target students live in pockets of low-income communities located in the northern part of the county and have fallen far behind their peers in their quest to acquire basic skills in reading, math, science and other academic benchmarks. 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.

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 United Way Suncoast, in addressing students' significant barriers to success of the targeted schools by bringing the Third-Grade Reading Initiative into the proposed 21st Century Community Learning Centers. With 50 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 this help students achieve academic benchmarks, retain that learning, and achieve higher proficiency in core subjects that are so important to their futures.

The schools targeted by this proposal are all underperforming Title I schools where additional support and attention is necessary to the success of many of the students. Currently, there are no after-school programs at any of the four schools, apart from traditional school-based extracurriculars, that

specifically target academic enrichment and support. We do offer transportation to our freestanding facilities by bus through an agreement with the School District, for many students, it is easier and more feasible to remain at the school they already attend. There are other youth serving organizations in the community but the convenience for many parents/guardians is that their child may remain at their school. Transportation, program fees, food, and high-level impact are all concerns of the target population for this program. However, by the nature of the program itself, with no transportation required, free admittance, nutritious snacks and individual attention with FL Certified Teachers, most major concerns will be met whereas there had been gaps previously. Additionally, the gap in services for increased academic and personal enrichment is evidenced by the numerous data points of this needs assessment.

Florida Standard Assessments (FSA) 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 2019, 66% of Sarasota County's students were proficient in reading, 73% in math and 63% in science. The students in the four target schools (Alta Vista, Booker Middle, Emma E. Booker, & Tuttle) did not fare so well as their peers. The 2019 FSA scores for students who attend Alta Vista Elementary indicated that only 59.5% are proficient in reading, 65.8% in math and 47.7% in science. Tuttle student proficiency was 47.7% in reading, 53.4% in math and 49.1% in science. FSA Scores indicate that only 37.1 % of Emma E. Booker students reached proficiency standards in reading, 36.6% in math and 26.3% in science. Booker Middle School students were only 44.8% proficient in reading, 55.2% in math and 41.36.0% in science. This results in average proficiency levels of the four target schools to be 46.7% in Reading/LA, 53.5% in Mathematics, and 39.3% in Science. In other words, these students are underperforming and are at high-risk for not attaining on-time grade advancement and/or dropping out of school before they graduate as they are falling behind in fundamental academic subjects and risk never catching up.

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, 94.4% of students at Emma E. Booker, 87.8% of Tuttle students, 87.8% of Alta Vista students and 78.7% of Booker Middle students receive free or reduced lunch. This only further backs-up the data that poverty is a significant risk factor for dropping out of school as poverty and academic deficiencies certainly have a correlation. 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. (Centers for Disease Control and Prevention, 2020)

When asked what they felt their children needed help with after school, 5% indicated Reading, 16% indicated Math and 5% indicated Science. Another 10% indicated that they would like their children to receive Homework Assistance. However, while relatively small numbers of parents indicated they would like to see their children in each of these subject-specific programs, 75.68% indicated they would like

their children to participate in “All of the Above”, indicating that parents recognize the need for educational support across all core subjects.

When asked what enrichment components they would like their children to receive, their options included: 1) Arts & Culture; 2) Health & Fitness; 3) Character & Leadership; and 4) “All of the Above.” Of those parents, 13% indicated Arts & Culture, 24% indicated Health & Fitness, 27% indicated Character & Leadership, while nearly 65% indicated “All of the Above.” This indicates that there is a great need for enrichment opportunities for children to become well-rounded future leaders.

The Nita M. Lowey 21st. CCLC program is located at the target schools, enabling students to be dismissed from their school day and report directly from their classroom to the program location on site. As soon as the school bell rings, students simply transition from their last class to spaces where programming is taking place within their own school. This ensures complete access to all program participants as no additional travel is required of the school, student or parent. Students are within their own school from the start of the day until the end of their after-school programming when parents can come pick up their student.

The School District has committed to the program space at each target school needed to provide the proposed program services. After-school program participants will have supervised access to all necessary school 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 who are already staff within each school 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 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.

The proposed North Sarasota Nita M. Lowey 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, keep them engaged in school, boost socioemotional skills, increase attendance and keep them on track to graduate from high school on time. 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 target schools, many of whom serve families residing in 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 seven local private school, on March 27, 2020, as well as, a press release to local media affiliates including print, digital and television networks, and an announcement on our website regarding the intent to apply for funding for the proposed Nita M. Lowey 21st CCLC Program on April 1, 2020. Our organization will partner with the four local public schools; to date, we have not received contact from the private schools interested in

participating in the proposed program. However; we have been and will continue to follow up and the invitation to collaboration remains open. 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 Communications. We have also spoken to many of our program partners and opened the dialogue regarding their involvement in the 21stCCLC 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 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 Director and teachers, and will be approached by the Site Director 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; and Program members will be assigned to review the website and post to Facebook at least weekly

As mentioned, adults and family members will be notified via communications from Boys & Girls Clubs of Sarasota County, as well as their children's own school. Children who would benefit from the program will be recommended by their teacher, or by a Club staff member if they are already a Club member. This will allow adults that work with these children regularly, to identify participants and give targeted messaging to the parents for referral into the program. Additionally, parents will be informed of the adult literacy opportunities that provide engagement with the program and learning opportunities for parents and guardians.

3.5a Partnership and Collaboration

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 Sarasota County District School Food and Nutrition Services, which provides healthy snacks meeting USDA guidelines year-round, to our children at the sites so they are able to focus and perform their best every day they attend; The Sarasota County School District and as well as our four target schools for administration support and access to academic, participatory, and behavioral information; Boar's Head Provisions will help with food, provide needed items and will serve on the advisory board if needed; and United Way Suncoast will provide literacy supplies.

To continually review the program outcomes, we work closely with the external evaluator and make adjustments and improvements to the program through the year while planning for the future, the 21st CCLC Program Advisory Council Committee will be formed. This group of volunteers will be 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.

3.5b Collaboration

A large reason we are successful is due to the collaborations we develop with the schools whose populations we serve. This is true for both our freestanding Club sites as well as our school sites. 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 as they receive during the school day. 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 quarterly. However, our teacher and enrichment staff will make observational assessments daily for students and their individual need.

3.6 Target Population, Recruitment and Retention

TARGET POPULATION The students targeted for the proposed 21st CCLC Program attend Alta Vista Elementary (87.8% F/RPL), Booker Middle (78.7% F/RPL), Emma E. Booker (94.4% F/RPL) and Tuttle Elementary (88.7% F/RPL). A significant percentage of the target students come from low-income households with many being closer to destitute than impoverished, as demonstrated by the fact that

over two-thirds of the target students qualify for free and reduced-price lunch. Also, nearly one-third of our target population lives in households with an annual income of \$23,000 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. Therefore, we know there is a need in the North Sarasota community and the active willingness of schools excited to participate, only furthers that sentiment. We have remained at enrollment capacity with a consistent and significant waiting list. Also, the four schools we propose serving have significant room for growth in the major academic areas of Language Arts and Reading, Math, and Science, as well as on-time grade advancement. Therefore, these are students 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 over half of currently targeted students are currently at-risk for remaining trapped in.

Parents and/or teachers at each school site 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 for the students from the three targeted elementary schools of Alta Vista, Emma E. Booker, and Tuttle Elementary, and middle-school aged students from Booker 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. These communications will occur regularly to ensure families are aware of all activities being provided for both students and adult learning opportunities.

RETENTION in the program will be achieved through meaningful, high quality and stealth learning programs that keep students engaged. Many of the learning activities are project-based and are a lot of fun for students as they offer an exciting entrance into learning possibilities. 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 the EzReports 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 school, as well as fewer missed days all result in parents continuing their child's enrollment.

3.7 Time and Frequency of Service Provision for Student and Families

The 21st CCLC Program is held afterschool from approximately 3:15 p.m. until approximately 6 p.m., Monday through Friday, with both academic and enrichment programs being offered each day. While times can vary with each school due to different end times to the school day, we ensure that all four school sites will operate for at least two hours a day with at least eight (8) hours per week for middle school and ten (10) hours for elementary. At each elementary site, participants engage in a minimum of at least 30 minutes spent on homework and tutoring, as well as one hour for academic enrichment, and at least one hour of personal enrichment programs. For Booker Middle, students will spend at least one hour for homework, tutoring and academic enrichment and one hour for personal enrichment. The attached after-school schedule will vary by site due to differing end times of the schools, but the general format and schedule will stay the same; only times of service delivery will change to correlate with each school's schedule. That is to say that, regardless of when the school bell rings, students will visit their designated area for check-in, healthy snack, one hour of homework, tutoring and academic enrichment, followed by one hour of personal enrichment.

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. The services provided for the adult family members include 5 Adult sessions that match with needs identified in the Community Needs Assessment. One session is orientation for family members/caregivers to review program requirements and activities and will occur at the start of the School Year 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. These parent learning sessions will be held at least once a quarter and will be held at night to ensure parents can attend after work. The 21st CCLC Program will serve students at the elementary sites for 12.5 hours per week, Monday through Friday and students at the middle school site for 12.8 hours per week, Monday through Thursday with both academic and enrichment programs being offered each day.

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 place 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 60% in each subject for regularly participating students to improve to a satisfactory grade or above, or maintain a high grade across the program year. Many of these activities will be fun to encourage regular attendance, and will contain various elements of project-based learning, group activities, instructor-led and individual activities to support the various learning styles across students. (Objective 1,2,3)

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 55% for Third Grade Promotion while the benchmark of 75% is set for students passing the Algebra I End-of-Course Exam. Many of these activities will be fun to encourage regular attendance, and will contain various elements of project-based learning, group activities, instructor-led and individual activities to support the various learning styles across students. (Objective 4a & 4b)

3.8c Applicant-Specified Objectives

Many of these activities will be fun to encourage regular attendance, and will contain various elements of project-based learning, group activities, instructor-led and individual activities to support the various learning styles across students. 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. (Objective 5)

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 April, respectively, for the School Year. 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. (Objective 5)

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. The measurement tool will be the Career Exploration Engagement Inventory (CEEI). 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 April, respectively, for the School Year. 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

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improve the efficacy of the Career Launch program for middle-school participants to increase their engagement in career exploration to reach their full potential. (Objective 7)

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 FitnessGram PACER (Progressive Aerobic Cardiovascular Endurance Run) Test, which is a research-based assessment of fitness and physical endurance. This test can be modified for younger students and students with disabilities. Pre, mid, and post assessments will be completed in August, January, and April, respectively, for the School Year. 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 North Sarasota to maintain high performance or improve their physical activity in order to reach their full potential. (Objective 6)

- 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 Fall through December. End-of-Year progress will be based on all adult family literacy trainings provided from the Fall to the end of the Academic Year (in keeping with federal data reporting periods). The survey is administered at the beginning and end of each adult family literacy training provided during the course of the program year. Data points are collected via paper-and-pencil methods and entered into a database. Data points 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. (Objective 8)

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.

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For all objectives, distribution of evaluation results 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 Project Director, and will help guide administrators in refining and addressing any identified concerns. In addition, a debriefing will be provided to Nita M. Lowey 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.

3.9 Approved 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 5 minutes after the school day ends, as the students transition from their classroom, to check-in where attendance is recorded and stored in the EzReports database, and then 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. Participants begin with a healthy snack 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 the target students 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. (Objective 5)

When healthy snack time is over, all participants, both elementary and middle-school, move to their respective classrooms at their respective sites 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. This will last for at least ½ hour for elementary students and one hour for middle-school students 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 time is designed to supplement their daily learning and reach the 60% benchmarks described in our Objectives Table in the courses of Reading, Science and Mathematics Advancement, as well as the 55% benchmark for overall third grade promotion and 75% for Algebra I End-of-Course Exam passing rate. (Objectives 1, 2, 3, 4 & 5).

After each child completes their homework assignments, reading, math, and science 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 half-hour or hour, depending on whether they are elementary or middle-school, 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 classroom at each school site, 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. (Objectives 1, 2, 3, 4, 4b, & 5)

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. (Objective 2)

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. (Objective 2, 3, 4a, 4b)

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. (Objective 1, 3, 4, & 5)

In order for middle-school students to reach their academic benchmark of passing the Algebra 1 End-of-Course exam, students will participate in additional programming to help them learn complex mathematical principles and increase proficiency to a passing level. To reach this goal, students will participate in a variety of activities and curriculum to increase that proficiency. Examples of activities include Wonka's Golden Ticket! This lesson unit is an introduction to Polynomials. It includes some activities that will help the teacher to assess student's understanding of several concepts (integer addition and subtraction, combining like terms), which are essential to polynomial operations. Through engaging activities involving candy and chocolates, students will learn to add, subtract, and multiply polynomials! Students will increase their understanding of materials related to passing the Algebra 1 End-of-Course exam. (Objective 4b)

Middle-school students will also participate in programming 2-3 days per week specifically intended to help them explore potential career fields. Students may also be visited by community professionals in a field that correlates with the subject matter being discussed. This will be specifically designed for middle-school students to increase their understanding of personal interests and values as they relate to secondary, post-secondary, career options and goals. This provides opportunities to instruct while introducing them to important fields, organizations, and other issues or opportunities within the local

community and beyond. Specifically, for our middle students, this will be when their weekly Career Launch curriculum will be offered. During this time, 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 through identifying career cluster of interest. Middle school students will engage in lessons outlined in the Career Cruiser; a career exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Students may also be visited by community professionals in a field that correlates with the subject matter being discussed. Participating students will increase their understanding of personal interests and values as they relate to secondary, post-secondary, career options and goals. Students will create a possible career path and goal sheet. 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. (Objective 5 & 7).

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. 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 with peers 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. (Objective 5 & 6)

Furthermore, other enrichment activities include visiting the technology area to build their digital literacy, increase awareness of internet safety, and to close the digital skills gap, or increase financial literacy. The art portion of the facility will allow students 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 and increase interest and literacy in technology.

Another enrichment activity will be the Mind + Heart Curriculum two to three times per week for one hour each where all students, elementary and middle-school, engage in activities as groups that promote socioemotional learning 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. Staff will also be required to participate in trainings designed to improve the socioemotional climate at the site which will ultimately strengthen the impact (Objective 5)

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 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 the school-year, cultural programs will also be offered to interested students through vetted speakers so students can learn about their own or different cultures to ultimately have a larger worldview and perspective. These activities will all be fun to encourage regular attendance, and will contain various elements of project-based learning, group activities, instructor-led and individual activities to support the various learning styles across students.

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 five (5) 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 remaining session will be for Mental Health and Counseling Resource Awareness. There will also be an orientation at the start of the After-School 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. (Objective 8)

3.10a Staffing & Professional Development

Our organization's most critical asset that makes the most meaningful impression and impact on the children's lives is our staff. 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 (1) Project Director, who will be responsible for total program oversight. The Project Director has a Master's Degree in Human & Social Services, CPR Certified, Member of BGC Academy of Professionals, a Tier II BGCA Trainer PMP Certified and has 19+ years of Boys & Girls Clubs experience. There will be one (1) Project Assistant who will assist the Project Director by working closely with Enrichment Paraprofessionals in executing their schedules. At each site there will be one (1) Site Director, who will assist the Project 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 Site Director will have a Bachelor's Degree of equivalent, as well as CPR certified. At each elementary site there will be five (5) FL Certified School Teachers who will be responsible for delivering academic support according to program guidelines and will not exceed a teacher to student ratio of 1:10, take attendance, and prepare weekly reports for their Site Director. All teachers will have their FL Teaching Certificate. At the middle school site, there will be four (4) FL Certified School Teachers and which will not exceed a student ratio of 1:10 and responsibilities will be the same as Elementary teachers. Elementary and Middle-school sites will each have three (3) Enrichment Paraprofessional/Tutors who will be responsible for the daily delivery of enrichment activities and will not exceed a staff to student ratio of 1:20. The Enrichment Paraprofessionals will all be CPR certified and have completed all necessary Boys & Girls Club trainings. Both teachers and enrichment staff will assist with relaying student data to be collected. At each site, the Site Director will take over the responsibilities of the Family Liaison Specialist who will assist adult family members in registering for adult enrichment opportunities, literacy classes, and assist with data collection. All staff operations will be monitored by the Director of Program Services/Project Director at the Boys & Girls Clubs of Sarasota County and an External Evaluator. 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 on BGCA.net. Staff must complete 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 will cover program practices, goals, objectives, and strategies. Additionally, for the School Year, staff will be required to participate in at least one socioemotional training per session provided by Spillet University, in association with Boys & Girls Clubs of America. 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

three (3) staff members 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 Clubs of America Conference along with various conferences that appear throughout the year. Our organization makes it a significant point to keep staff and professional 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. Due to the importance we place on professional development, Boys & Girls Clubs of Sarasota County covers any associated costs.

3.11 Facilities

The North Sarasota Nita M. Lowey 21st CCLCs will all be housed in the target students' respective schools, which provide a wide array of environments for learning, as well as maintain all appropriate licensing and adherence to codes in order to operate. 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 a space specified for use, including the technology center.

3.12 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 (approximately 6 p.m., depending on the end-of-school day). 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.

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. As students transition from one area to another, their team leader will ensure all students are present before moving on to the next area, where a quick attendance will be taken again. 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.

3.13 Sustainability

The Boys & Girls Clubs of Sarasota County Board of Directors has built the sustainability plan of the North County School Sites Nita M. Lowey 21st CCLC into our organization's overall strategic fundraising plan that primarily involves our Board of Directors, CEO/President and Advancement team as we have already been running 21st CCLC programs at these schools for the past five years and this request represents a renewal. 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, efficacy and impact plan.