

**Section 1: Project Abstract or Summary**

Boys & Girls Clubs of Sarasota and DeSoto Counties operates the Newtown Estates Park Boys & Girls Club at 2800 Newtown Blvd., Sarasota, FL 34234. 110 students from Emma E. Booker Elementary (K-5), 2350 Dr. Martin Luther King Jr. Way, Sarasota, FL 34234, and Booker Middle (6-8), 2250 Myrtle Street, Sarasota, FL 34234, are provided programming during the school year, 2:30 pm to 6 pm, and the Summer from 8 am to 5:30 pm, Monday through Friday, August 10, 2022, to July 31, 2023. Program activities include Academic Enrichment, Literacy Education, STEM, Healthy/Active Lifestyles, Drug/Violence Prevention, and College/Career Competencies.

**Section 2: Site-Level Funding Eligibility**

Boys & Girls Clubs of Sarasota and DeSoto Counties will serve a total of 110 students after-school and during the summer at our Newtown Estates Park Boys & Girls Club and is therefore requesting \$225,00 per year for our Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Program (21<sup>st</sup> CCLC) after-school program and \$150,000 per year for our 21<sup>st</sup> CCLC Summer Program, totaling \$375,000 per year. These students will come from two targeted schools, Emma E. Booker Elementary and Booker Middle. Both schools have been identified by the Florida Department of Education for Targeted Support & Improvement (TS&I) due to underperforming subgroups. A subgroup is determined to be underperforming if they are below 40% of the Subgroup Federal Index. At Emma E. Booker Elementary, these subgroups include Black/African American (37%); Multiracial (25%); English Language Learners (33%); and Students with Disabilities (37%). At Booker Middle, these subgroups include Black/African American (36%); English Language Learners (39%); and Students with Disabilities (27%).

We will serve 85 students from Emma E. Booker and 25 middle-school students from Booker Middle. The number of students served was determined by several factors. The first was that each of these schools has a significant student population. Emma E. Booker currently

serves 512 students in grades K-5 while Booker Middle serves 911 students in grades 6-8. We will target elementary students in 1<sup>st</sup> grade through 5<sup>th</sup> grade. We will only serve Kindergarteners who meet our organization's minimum age restriction of six years old. We will target all middle-school students, that is, grades 6-8. This creates a sizable student population to serve. We have also considered the availability of these students to attend after-school and summer youth development programming. Unfortunately, for students attending these schools, there are very few opportunities in their area outside of the Boys & Girls Club, as evidenced by over 71% of parents indicating that afterschool and summer programs were not easily found in their community. The only other daily program is at Girls Inc. which is not geographically convenient for these specific students or parents for pick-up, and also only serves female students. This leaves this option unviable for most of the targeted students and reinforces the need for this 21<sup>st</sup> CCLC site.

With the proposed number of students served and our history of serving this site, these are a very achievable number of students to serve. Emma E. Booker Elementary is located directly across the street from our site and is therefore the most convenient after-school option. Serving 85 students from this school equates to 16% of the student population which is both realistic and significant. Serving 25 students from Booker Middle is realistic as students must walk to our site or find transportation. Also, 25 students are only 2.7% of the student population. Due to the geographic convenience of our site, our history of serving this community, and the realistic proposed numbers served, these are very achievable and sustainable numbers.

The benefit that a 21<sup>st</sup> CCLC site would provide cannot be understated. This is a community where most families face financial hardship, food insecurity is an issue, where schools have underperforming populations and the resources for students in this area are scarce. Therefore, the proposed \$375,000 in total funding to serve 110 students from Emma E. Booker Elementary and Booker Middle would provide students with the tools, resources, and support to reach their full potential.

### **Section 3: Applicant's Capacity**

Boys & Girls Clubs of Sarasota and DeSoto Counties 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 and supplement the regular school day in a nurturing environment that provides a safe haven for our most vulnerable children. Since 1970, our organization 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 and DeSoto Counties 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 with 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 programs and services to enrich their academic success, build character and leadership skills, maintain a healthy lifestyle and plan for a successful future.

In its 52 years, 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 in Arcadia in DeSoto County. In 2015, the organization responded to high demand from community leaders in the Newtown community (a neighborhood of Sarasota) and opened the Newtown Estates Park Boys & Girls Club to extend its reach to North Sarasota. This was made possible through local support from the Sarasota community, local elected officials, and the Charles & Margery Barancik Foundation.

Our organization has an extensive history of successfully implementing public funds. We have previously operated four (4) 21<sup>st</sup> CCLC Programs throughout our organization's 50+ year history. The dates for these programs include:

- North Sarasota County School Sites – 2015 - 2020
- Newtown Estates Park Boys & Girls Club – 2016 - 2021
- North Sarasota County School Sites – 2021 - Present
- Louis & Gloria Flanzer Boys & Girls Club – 2021 – Present

The site we are proposing, our Newtown Estates Park Boys & Girls Club (NEP), has been operating as a 21<sup>st</sup> CCLC site but the granting period ended this year. This funding request would support consistency in the high-impact programming offered at this site. All previously operated 21<sup>st</sup> CCLC Programs operated by our organization remained in good standing for the duration of the grant cycle. We currently operate two 21<sup>st</sup> CCLC sites, including one for our Louis and Gloria Flanzer Boys & Girls Club in Arcadia and one to provide programming at four school sites in Sarasota, both awarded in 2020. Both of these programs are currently in good standing and are successfully providing significant impact in academic and personal enrichment for the students of these communities.

Other Federal funding includes grants awarded from the Office of Juvenile Justice and Delinquency Prevention (OJP) for Mentoring Programs at each of our six Clubs. Every year we submit six applications for funding with one application for each Club site. In the recent past, we have been awarded funding for each of our six applications to provide mentoring programming for Club members. We have been awarded these grants since 2007 and the most recent awards were approved in March 2022. We were awarded this funding because of the strength of our programming, the strength of our application but especially because of our successful history of administering this program and following all reporting procedures and deadlines for this grant.

We are also awarded a grant by the Department of Juvenile Justice for Violence Prevention (DJJ). This grant funds our SMART Moves program which instills Club members with values and lessons regarding avoiding risky behaviors and risky situations. We have successfully implemented and run this Federal funding in good standing, with all reporting measures being sufficiently met. We have secured this grant for the past nine years and are responsible stewards of the funds as we provide impactful programming, accurate reporting, and transparent and responsible financial accounting.

We also enter annually into contracts with Sarasota County as a Human Services provider. Each year we apply through their rigorous application and evaluation process as part of the Contracted Human Services Department. We submit one application to support our Boys & Girls Club programming and another application to support our innovative Teen Programming. Funding is awarded based not only on the strength of the application but based on the prior grant cycle's reporting efforts, impact and financial standing. Site visits are a requirement for this reimbursable funding and the overall impact on the community is considered for each application. In the last four years, each of our applications has been scored in the top 10 of all applications submitted thanks to our accurate and timely reporting, the strength of the application, trust in our ability to appropriately manage funds, and the benefit provided to Sarasota County. The most recent grant award was in Fall of 2021.

This past year we entered into an agreement with the City of Sarasota to provide out-of-school programming free of charge to Club members who are city residents with low-to-moderate income. This grant places particular focus on reaching single-parent/guardian households. This is a two-year agreement and we successfully obtained funding for this reimbursable grant. The evaluation process considered our organization's history in successfully providing these services, our demographics to show our ability to reach the priority population, our financial standing, and our overall impact on the City of Sarasota. We were awarded

\$100,000 over two years to provide these services and we are currently in good standing with our monthly reporting requirements.

Additionally, we maintain a full Finance team that oversees all revenue and expenditures. The Finance team provides monthly reporting to both organizational leadership and the Board of Directors to ensure financial transparency. Each year, our organization is audited and the findings have consistently shown our organization to be compliant, in good standing, and with no plans for improvement. These audits, of course, include our managing of public funds, such as those awarded by the County, the City and currently held 21<sup>st</sup> CCLC, OJP, and DJJ funding. Thanks to impeccable financial accounting and auditing by our organization, we have been awarded a 4-star rating for six consecutive years by Charity Navigator, America's largest independent charity evaluator. Only the most fiscally responsible and transparent agencies are awarded a 4-star rating.

**The Board of Directors** at the Boys & Girls Clubs of Sarasota and DeSoto Counties 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 and DeSoto Counties will continue to have a place to learn and grow while achieving their full potential. The Board is made up entirely of volunteers and there is no financial compensation or vested interest in program operations for any member. The Board meets monthly to ensure financial good standing, discuss major initiatives, evaluate program performance and ensure the sustainability and longevity of the organization.

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 Bachelor 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 and DeSoto Counties. 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.

Suriya Khong is the organization's **Vice President of Teen Initiatives**. Ms. Khong double majored in Child Psychology and Sociology in 2004 and earned her Juris Doctorate from the University of Minnesota Law in 2011. While attending law school, Ms. Khong completed a fellowship with the Legal Aid Society of Minneapolis and interned with the Child Advocacy Clinic where she worked on behalf of youth in foster care. Ms. Khong has been with the Boys & Girls Clubs of Sarasota and DeSoto Counties since 2017; however, her passion to help youth grow into future leaders through the Boys & Girls Clubs Movement began years ago when she worked as the Arts & Education Coordinator at the Boys & Girls Clubs of Greater Green Bay. As Vice President of Teen Initiatives, Ms. Khong oversees leadership, service, entrepreneurial, and career development programs that empower middle and high school students to create a plan for success after graduation.

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 and DeSoto Counties 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.

Yolanda Mancha, **Vice President for Advancement**, 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 and DeSoto Counties in 2016 as the agency's Director of Advancement. In the past three years, Ms. 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, Ms. 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**. Ms. Page joined the Boys & Girls Clubs of Sarasota and DeSoto Counties 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 and DeSoto Counties 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, Ms. Page plans, directs and evaluates the daily operations of our six Club locations and four school sites.

The agency's annual budget is \$6.7 million, which is raised almost entirely through community and individual contributions, business partnerships, grants, and special event revenue. 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, 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 \$6.7 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 2020-21 year by Suplee, Shea, Cramer & Rocklein,

Inc. The audit was received positively, with no corrective actions recommended, and will be uploaded to the Florida Department of Education. Specific to Federal funding, the audit indicated that our organization “complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended September 30, 2021.”

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 supplement their learning. During the Summer, our focus is on ensuring no student regresses academically. We do this by having FL Certified Teachers evaluate each Club member’s academic proficiency at the beginning of the Summer, provide daily observations throughout the summer and then perform an end-of-summer evaluation to measure if each Club member improved, maintained, or decreased their proficiency in key academic subjects. All school grades, program participation, and performance at the Club are tracked and analyzed through the EzReport software and, along with a variety of other measures, track the efficacy and impact of programs to adjust for program improvement.

Our educational and enrichment programming aligns with the focuses and methods of the School District. Our educational programming is therefore able to supplement the learning that occurs during the school year. We have an extensive history of providing award-winning, data-driven programming. All programming that is provided by Boys & Girls Clubs of America is designed using national youth, parent, and family data and is updated regularly. This ensures that our core programming is proven, data-oriented and results-driven. Other programming that we have implemented that is unique to our organization is created when a gap or an opportunity to enhance programming is identified. The program is then put to focus groups including local

students and area professionals to ensure we are meeting the needs of our youth and the community at large.

#### **Section 4: Building Your Program Team**

To provide crucial input on program needs, design, implementation, and continuous program review, we have created the Program Team. This group of volunteers is comprised of community stakeholders, such as partners, parents, and teachers. The Program Team meets a minimum of two times a year and is 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, program efficacy, and program improvement. All updates, feedback, and reports from the Program Team are compiled and shared with the leadership of our organization to provide the most detailed updates and feedback possible. This translates to meaningful communication and review in order to ensure high-level, measurable impact on students.

The Program Team was assembled at the outset of the application process and was engaged throughout. The Program Team all joined knowing the conditions and duties of their service and that they were all required to provide a Letter of Commitment prior to the application deadline. The Program Team was provided an overview of the 21<sup>st</sup> CCLC program and was engaged in each section of the application as they provided guidance and instruction in its development. Every step of the application was created in a rough draft format following their guidance and shared with the Program Team to which they offered their expertise in program design.

We created a unique Program Team, where each member brings a specific set of skills, education, experience, and perspective. As part of this team, we have Kirsten Russel, Vice President of Community Impact at the Community Foundation of Sarasota County; Dwayne Peterson, Executive Director of Career Education at New College of Florida; Briana Arthur, a

Certified Medical Assistant and parent of a student at Emma E. Booker Elementary; Laurel Hinds, Sarasota County Schools Teacher Leader and Reading Consultant for Gulf Coast Community Foundation; and Dr. Brandon Johnson, Executive Director of Elementary Education for Sarasota County Schools. We are proud of the impressive team we have assembled to serve on our Program Team, whose commitments to serve, speak to the strength of our impact as an organization and the strength of our community partnerships.

**Kirsten Russell** is a **member of the community** who has extensive knowledge of the community, our schools, and assets and gaps across a wide range of issues. We are extremely fortunate to have her on our Program Team. Ms. Russell holds a Bachelor of Arts in English from Drew University and an MBA in Finance from The George Washington University. Ms. Russell is Vice President of Community Impact at Community Foundation of Sarasota County. She has been in her current position for four years and is responsible for the community impact of the foundation, which holds over \$520 million in assets. She oversees \$25 million annually in grants and scholarships and serves on the CEO's leadership & impact investment team. Ms. Russell builds the vision and strategy for grantmaking and initiative work to ensure measurable results while facilitating cross-sector conversations to drive solutions to community issues. She spearheads innovative and collaborative partnerships that ensure a multigenerational and participatory process permeates our community investment approach. She also aligns donor interests with community needs through innovative investment ideas and strategies and engages regularly with non-profit organizations through listening sessions that build trust and inspire responsive grant funding cycles. Other duties include speaking on local and national panels and managing a team of employees and consultants.

Ms. Russell was a consultant to Boys & Girls Clubs of Sarasota and DeSoto Counties in 2014 and worked to build a Summer Learning Pilot program for 60 students. She was instrumental in our Great Futures Academy, an intensive academic enrichment program created

in response to learning loss caused by the COVID-19 pandemic. The program continues to grow and adapt to the ever-changing environment but always seeks to serve students and their families. She states that the “[Community Foundation of Sarasota County] team sees the Boys & Girls Club team as a key community partner changing lives and building dreams.”

Additionally, for the last four years, Ms. Russell has led the grant-making arm of the Community Foundation of Sarasota County. The foundation invests approximately \$5 million in education annually. She is skilled at designing, implementing, and measuring programs. For the last eight years, she has also worked closely with our public school system and understands the importance of building education programs that align with what is taking place in the classroom.

**Dwayne Peterson** works at a **Postsecondary Institution** and will be serving on our Program Team. We are extremely fortunate to add his talents, expertise, and insight to our team. Dwayne Peterson is a nationally recognized educator and career strategist with over a decade of experience in higher education. He is an advocate for liberal arts and sciences education and a thought leader on how to position liberal arts academic programs as a solution to labor market needs and prepare graduates of those programs for careers. He is currently the Executive Director of Career Education for New College of Florida, the state’s designated public liberal arts and sciences honors college.

A certified career development facilitator, Mr. Peterson holds a Master of Business Administration from the University of North Florida, a Master of Science in College Student Personnel (student development) from Miami University, and a Bachelor of Arts in Music Studies from the University of South Florida.

Serving in his current role since 2019, Dwayne oversees the College’s strategic vision for career education which includes an integration of career education into the academic curriculum as a four-year developmental plan, recruitment services for employers, faculty collaboration and education, work-based learning, prestigious fellowships advising, pre-professional programs, and mentorship initiatives.

Led by faculty and Mr. Peterson's team of career educators, New College of Florida has been recognized nationally for its distinctive community-driven approach to internships, which reduces student barriers to work-based learning by increasing equity and access to paid internships through a strategic alignment of community workforce needs with the College's academic programs. Since 2020, local chapters of Boys and Girls Clubs have been involved community partners participating in various recruitment programs that connect students to Club jobs and internships. Through a partnership with New College, Mr. Peterson's team collaborated with Boys & Girls clubs of Sarasota and Desoto Counties to design and fund a high impact internship that uniquely aligned Club workforce needs with experiential learning opportunities for New College students, through which they directly contributed to the Club's programs and helped advance its mission. Mr. Peterson has also led career development programming for Club youth with Club staff.

**Briana Arthur** is a **parent** of one of our Newtown Estates Park Boys & Girls Club. Briana, as the parent of a direct service student, will bring firsthand, experiential knowledge to our Program Team to guide the application, program design and implementation. She will also be a crucial component of ensuring we are implementing the program with fidelity as her child will be regularly attending. Ms. Arthur is a single mother of three children, one of whom is seven years old and attends this Club. Ms. Arthur is currently enrolled at State College of Florida where she is pursuing a degree in Nursing. Ms. Arthur has extensive experience in providing individualized care as she worked as a Certified Nursing Assistant (CNA) for ten years and as a Certified Medical Assistant (CMA) for the past two years. During her time as a CNA, she assisted residents with their daily living activities and provided reporting to supervisors of any immediate needs. As a CMA, Ms. Arthur assists doctors and nurse practitioners with their clinical duties across a range of patients.

We are proud to have Ms. Arthur on our Program Team as a direct care service provider in the medical field requires attention to detail, individualized attention, and a studious demeanor. These skills will all be utilized in her service to our program. Furthermore, as her child is a registered Club member, Ms. Arthur will be able to ensure that the program is implemented with fidelity as her contributions to and significant reviews of the application will be compared to her child's daily experiences in the program. Ms. Arthur will also have daily opportunities for discussion with staff during pickup and Program Team updates and meetings. All of these will be wonderful assets to our Program Team for application edits and review, program design, implementation with fidelity and continuous improvement.

**Laurel Hinds** is with the **School District** and will be serving on our Program Team. Ms. Hinds works at Gulf Coast Community Foundation as a Reading Consultant. Gulf Coast Community Foundation (GCCF) has a vast network of organizations and agencies that they support and leverage for continuous community improvement. We are fortunate to have members of our Program Team be from the two major community foundations in our area. Both bring extensive knowledge of community assets, programs and feedback for improvement. We are utilizing Ms. Hinds both for her teaching ability and experience, her knowledge of the community, and her history of designing and operating a successful out-of-school program. These make her a tremendous asset to our program.

Ms. Hinds holds a Bachelor's of Elementary Education and a Masters of Education in Education Leadership. At GCCF, Ms. Hinds helped design and now coordinates the Kids READ Summer Program which "stipends Reading Recovery teachers to work with students at local summer camps and helps students avoid the "Summer Slide." (Foundation, 2022) This innovative investment in educators has helped students be ready to learn when school begins again. Our organization is a partner in this initiative and Ms. Hinds coordinate this Summer reading program for students in grades 1 and 2 throughout the County. Her duties include

organizing and coordinating tutors and substitutes for community placement, coordinating and prioritizing sites using data, managing seven sites and 13+ tutors throughout Sarasota County, briefing GCCF and the Sarasota School District throughout the Summer, and providing yearly outcome reports. We are so grateful to have Ms. Hinds' extensive experience in designing and coordinating educational programming, and teaching, her vast knowledge of the local community, organizations, standards, and the school district. Ms. Hinds has worked with our organization for the past seven years through the Kids READ Summer Program and her knowledge and experience are going to be tremendous assets to the design, implementation and improvement of our program.

Finally, **Dr. Brandon Johnson** is the **School Administrator** on our Program Team. Dr. Johnson is currently the Executive Director of Elementary Education for Sarasota County Schools. Brandon Johnson has had a 17-year career working for the Sarasota County School District. In his time with the district, he has been a Teacher, Assistant Principal, Principal and is currently the Executive Director of Elementary Education for Sarasota County Schools. Dr. Johnson has a Bachelor's degree in Interdisciplinary Studies from Norfolk State University, a Master's degree in Educational Leadership from the University of South Florida, and has his Doctor of Education from the University of Florida. Brandon's community involvement includes membership on the Backpack Angel Board. He previously served as a Mentor for Take Stock in Children of Sarasota, a nonprofit assisting teens with college & career exploration, skill-building scholarships, for 6 years, and a Big Brother for Big Brothers, Big Sisters for 9 years. He is most proud of his work with Real Men Wear Pink raising money for cancer.

Dr. Johnson has worked for the Sarasota County School District for 17 years. During this time, he gained extensive experience in education in several roles. He served as an Elementary School Teacher for six years, an Elementary Assistant Principal for three years, an Elementary Principal for two years, a high school Principal for five years, and, in his current role, Executive

Director of Elementary Education of Sarasota County, for one year. Dr. Johnson brings his significant education, experience, and expertise as someone who has faithfully served our district. As the majority of our target students will be Elementary-aged, we are so fortunate to have his incredible firsthand experience of the roles of most levels of Elementary Education. He brings his immense talent and knowledge to our program and is critical to the program design, implementation with fidelity, and continuous improvement.

### **Section 5: Engaging Stakeholders**

During the creation of this application, we surveyed stakeholders who have both a stake in the success of the program, as well as the knowledge of what a successful and impactful program should entail. For this program, we engaged four different cohorts of stakeholders, including **parents/guardians (PG), students, teachers, and community partners**. We created four different surveys using SurveyMonkey.com and sent out links to parents/guardians, principals at the target schools, students at the target schools, and community partners. The surveys were designed using input from our Program Team, Florida Alliance of Boys & Girls Clubs experts, and organizational staff. Each survey was designed to engage the unique knowledge and perspective of the group responding.

First, **parents/guardians (PG)** of students attending Emma E. Booker Elementary and Booker Middle were surveyed to assess what they would like to see in an out-of-school program. We were able to engage 80 parents/guardians for responses to this survey. This was achieved by reaching out to Principals at each school, as well as informing parents during parent pick up at NEP about the survey. PG were asked if their child would benefit from either an afterschool or summer program or both. PG were then asked if they could afford the costs of a program if it was not offered for free as a result of 21<sup>st</sup> CCLC funding. PG were asked if such programs were easily found in their community and how often per week, both after school and during the summer, and how long in duration they would like their child to benefit from and

participate in such a program. PG were also asked to select which programs and services they would like to be offered in such a program, such as reading assistance, math assistance, career exploration, drug and violence prevention, health and wellness, snacks and meals, and many others. PG then provided how many children they had and the grade level of each.

Program requirements indicated we should survey 10% of the parents and/or students from each target school. We were able to receive responses from 27 PGs at Emma E. Booker and 53 PGs at Booker Middle. The RFP indicated that 10% of the student population should come in the form of parent and/or student responses. Emma E. Booker (EEB) has 516 students and Booker Middle (BM) has 911 students. Therefore, the benchmarks were set at 51 total responses for PG and students at EEB and 91 total responses for PG and students at BM. We successfully reached more than these benchmarks between PG and student surveys as we had a total of 65 (13%) responses from EEB and 100 (11%) from BM.

This data was shared with our Program Team, organizational staff, and leadership to design and implement a program directly in response to the needs and wants of PG of children at the targeted schools. We will continue to solicit feedback through surveys of PG after each school year. These surveys will include questions regarding what programs and services they would like to see in our out-of-school program. The surveys will also include questions regarding the impact, benefits, and deficits in the current program. Teachers and Parents/Guardians will be asked if they are satisfied, very satisfied, not sure, unsatisfied, or very unsatisfied with the following components: the program as a whole; the benefit of the program; homework completion; academic performance; getting along with others; improved attendance; improved behavior; improved health & wellness; and improved college & career planning (for middle school only). Finally, we will leave an open-ended question asking for any areas of improvement, areas of success, and any relevant feedback they see necessary. This will help us gather vital information from PG as to the efficacy of the program for their student(s). We will disseminate these surveys the same way we did for this application by informing each parent of

the survey at pick-up, as well as reaching out to Principals at the two targeted schools for any additional assistance.

We also surveyed **students** to receive firsthand data on what students at EEB and BM struggle with and what they would like to experience and participate in during an out-of-school program. We kept this survey simple to increase accessibility and thus, response rates. First, we asked what school they attend, either EEP or BM. The next question was what aspect of school they have the hardest time with. Students were allowed to select more than one option and some of the options were: doing homework, getting along with others, physical education, reading, staying out of trouble, understanding teacher instructions, and more. We also included an "Other" option with a text box for students to add something that was not on the list. Finally, we asked students where they go when school is done to receive feedback regarding how many currently attend an out-of-school program and how many go home alone or to family. This last question helps provide us valuable feedback on what students are currently doing to inform us as to how many more students could be utilizing a 21<sup>st</sup> CCLC program. Program requirements indicated that we should survey 10% of the total student population at each school in the form of student and/or parent/guardian responses. As mentioned in the parent/guardian section above, we exceeded this criteria. This survey gave us vital information directly from the clients as to what they would benefit from most in an afterschool program. This data was shared with our Program Team, organizational staff, and leadership to design and implement a program directly in response to the needs and wants of students at the targeted schools.

Another survey was designed for **teachers and school staff** to receive firsthand feedback regarding what they see students at their schools struggling with, needing and benefitting from most in an out-of-school program. They were asked to identify which target school they work for and what their role is at the school. They were asked if they believed there was a need for an afterschool or summer program and if they believed the families of their students would be able to afford such a program if 21<sup>st</sup> CCLC was not awarded. They were then

asked what they believed students struggled in most during school and were able to select more than one option from the list. Some of the options included: turning in homework on time, reading at grade-level, understanding math concepts, behaving in class, staying out of trouble, and understanding teacher instructions, among others. Teachers were then asked what they believed students needed in an out-of-school program and were allowed to select more than one option. Some of the options included: snacks/meals, homework help, reading help, math help, career exploration, health and wellness activities, and drug and violence prevention, among others.

Next, teachers were asked what they believed students wanted in an out-of-school program and were provided with the same list of topics and services. Finally, teachers were asked if they felt there was no need, agreed, strongly agreed, disagreed, or strongly disagreed that a structured out-of-school program would improve any of the following: student engagement with school; school connection to the community; resources for students; student attendance; student behavior; homework completion; and parent involvement in student education. This survey was the most robust because hearing from the FL Certified Teachers whose job it is to work with these students every day and provide academic and personal enrichment is one the most significant sources of feedback we can receive. The program requirements included that at least 20% of teachers at each school be surveyed. Emma E. Booker Elementary has 48 teachers and we surveyed 11 (23%). Booker Middle has 67 teachers and we surveyed 15 (31%).

This survey contributed meaningful feedback as we surveyed teachers regarding what topics and services they want their students to experience, the frequency in which students would participate if families could afford to attend without 21<sup>st</sup> CCLC funding, what students need from a program, what students want from a program and if they believe it would make a meaningful impact in key areas of student success. This data was shared with our Program

Team, organizational staff, and leadership to design and implement a program directly in response to the needs and wants of teachers and staff at the targeted schools for their students.

We will continue to solicit feedback through surveys of teachers after each school year. These surveys will include questions regarding what programs and services they would like to see in our out-of-school program. The surveys will also include questions regarding the impact, benefits, and deficits in the current program. Teachers will be asked if they are satisfied, very satisfied, not sure, unsatisfied, or very unsatisfied with the following components: the program as a whole; the benefit of the program; homework completion; academic performance; getting along with others; improved attendance; improved behavior; improved health & wellness; and improved college & career planning (for middle school only). Finally, we will leave an open-ended question asking for any areas of improvement, areas of success, and any relevant feedback they see necessary. We will disseminate these surveys the same way we did for this application by reaching out to Principals at the two targeted schools and having our Site Director send them to teachers they work with directly.

Finally, we surveyed **community partners** to receive meaningful feedback regarding what they saw as benefitting local students in our community. They were asked if they believed families should participate in an out-of-school program focused on academic success and personal enrichment. They were asked what education components were most critical for school-aged children and were allowed to select multiple answers, including homework assistance, math education, reading education, science and engineering projects, and technology education. They were then asked what enrichment components students would benefit from and were able to select multiple answers, including: arts & culture, behavior improvement interventions, character & leadership, resiliency skill-building, drug and violence prevention, health & fitness, and others. Finally, we asked community partners if they would be willing to communicate ideas and advocate for an out-of-school program. The program requirements included that at least three community partners should be surveyed and we were

able to survey eight. Respondents included partners such as Newtown Connection, United Way Suncoast, Sarasota Police Department, Charles & Margery Barancik Foundation, and All Faiths Food Bank. Other respondents included organizational partners such as Bank of America and SYC Cares. This survey provided meaningful feedback from community leaders in regards to the need for such a program, what academic components were most important, what personal enrichment components were most important, and if they would engage with such a program through ongoing feedback and advocacy. This data was shared with our Program Team, organizational staff, and leadership to design and implement a program directly in response to the needs and wants of community partners for local students.

Throughout the 21<sup>st</sup> CCLC funding period of four years, we will continue surveying these partners annually at the end of each school year to receive meaningful feedback regarding the program and the needs of our students. These first surveys were designed to assess the needs of key stakeholders, if there was a need and desire for a 21<sup>st</sup> CCLC program and to instruct on the design of a program to meet those needs. Future surveys will continue to assess the needs of students but will also include feedback to assess the impact of the program. For program evaluation and improvement, we will continue to survey parents, teachers, and community partners annually to receive important feedback regarding the 21<sup>st</sup> CCLC program. These surveys will be administered using SurveyMonkey.com with links being emailed to key contacts.

This data will be shared with the Program Team, program staff/teachers and organizational leadership in order continuously receive feedback that will direct program improvements. The Program Team will review the feedback and make recommendations for program improvement based on these survey responses, as well as program outcomes, anecdotes, and staff feedback. These recommendations will be shared with organizational staff and will be overseen and implemented by the Project Director, Site Director and Program Director. All future reports from the Program Team will discuss the improvements made, if they

were successful and what other changes they would suggest to continually improve program impact and efficacy.

### **Section 6: Needs Assessment**

Just north of the multi-million-dollar downtown condos and a quick drive from the pristine beaches and waterfront mansions is Newtown, a neighborhood of North Sarasota. Newtown is a community that is overwhelmingly Black/African American due to historical segregationist policies in Sarasota. The historical disenfranchisement of this community has left the area a food desert and an opportunity-vacuum for many of the residents. Our organization's mission is to ensure that all local youth have the tools, resources, and support to achieve great futures. That is why a comprehensive, well-designed, and carefully implemented program like the Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) - Newtown Estates Park Boys & Girls Club, offered free of charge, is so important to assist in the success of the children attending the two targeted schools: Emma E. Booker Elementary and Booker Middle.

In 2019, the Florida Department of Health in Sarasota County created the 2019 Sarasota County Community Health Assessment which used a variety of methodologies to evaluate the overall health and pressing issues related to health in Sarasota County. This report shared the top three health concerns facing Sarasota County: 1) Mental Health; 2) Access to Care, and 3) Environment Health. The number one priority presented (i.e. Mental Health) is significant to this request. The three major concerns regarding Mental Health in our area were "alcohol use and abuse, suicide and drug use and abuse."

The programming included in this proposal would help combat these issues in our community by providing interventions to prevent engagement in delinquent behavior, promote strong character & leadership, instill a connection to school and increase parental engagement in the success of their child. This is highlighted as 58.75% of parent respondents indicated their student would benefit from a Fitness Program. All of these factors would help ensure that the students we serve today will be the leaders of tomorrow. According to "a meta-analysis of 68

studies of afterschool programs by the Collaborative for Academic, Social and Emotional Learning found that students participating in an afterschool program improved their school-day attendance and were less likely to engage in drug use or problem behavior.”

Furthermore, the most recent juvenile arrest records show 403 arrests of juveniles in Sarasota County in 2019. Of these, 34% were violent offenses. Boys & Girls Clubs are statistically significant in regards to behavior improvement and crime and violence prevention. In 2021, the Journal of Preventative Medicine published a study conducted by Georgia State University. For the study, “Dr. Reidy et al. gathered information on population density, crime data, and community variables. They selected 23 types of community establishments (e.g., alcohol distributors, shelters, strip clubs) and counted the number of these establishments in each municipality. The number of Boys and Girls Clubs was one of the 23 establishments that were analyzed for the study. Official police data on violent crimes was collected from 36 out of 39 Rhode Island municipalities. Among all assessed community variables, only the Boys and Girls clubs in a community appeared to have a protective relationship as the number in the community was inversely related to the number of violent crimes in the community.” (Reidy, 2021)

Survey responses from parents/guardians reinforced this data locally as 53.75% indicated their students would benefit from Behavioral Improvement Interventions. Therefore, Boys & Girls Clubs of Sarasota and DeSoto Counties respectfully requests the Florida Department of Education (FDOE) Bureau of Family and Community Outreach to fund the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Program (21<sup>st</sup> CCLC Program) at the Newtown Estates Park Boys & Girls Club, which is located in the high-poverty, low-opportunity area of Sarasota in the Newtown neighborhood at 2800 Newtown Blvd., Sarasota, FL 34234.

Our target population for the Nita M. Lowey 21<sup>st</sup> CCLC Program are students from 6 to roughly 13 years of age, or, all students in grades 1<sup>st</sup> through 8<sup>th</sup> grade, attending the two eligible, Title I targeted schools. The two target Title I schools are Emma E. Booker Elementary,

located at 2350 Dr. Martin Luther King Jr Way, Sarasota, FL 34234, and Booker Middle, located at 2250 Myrtle Street, Sarasota, FL 34234. According to the FDOE's 2019 School Grade Report, which is the most recent grade for our target schools, while Booker Middle earned a "B" grade, Emma E. Booker Elementary, which is where most of our students will come from, received a "D" grade.

Both schools are on school improvement plans, thus signifying the risk of students dropping out or not graduating; underperforming schools are certainly a risk factor for students not reaching proficiency. Both schools have been identified by the Florida Department of Education for Targeted Support & Improvement (TS&I) due to underperforming subgroups. A subgroup is determined to be underperforming if they are below 40% of the Subgroup Federal Index. At Emma E. Booker Elementary, these subgroups include Black/African American (37%); Multiracial (25%); English Language Learners (33%); and Students with Disabilities (37%). At Booker Middle, these subgroups include Black/African American (36%); English Language Learners (39%); and Students with Disabilities (27%).

Also, according to 2021 FLDOE data, 90.3% of Emma E. Booker students and 78.8% of Booker Middle students are economically disadvantaged and thus qualify for free or reduced-price lunch. (Florida Department of Education, 2022) Additionally, the proposed NEP site is located in the middle of public housing to reach those who need support the most, with many facing food insecurity. This is a serious indicator of youth success 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, 2022)

Further research identified through the U.S. Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation shows the 2022 poverty guideline for a family of four in the United States is set at \$27,750. (Poverty Guidelines, 2022) According to the U.S. Census Bureau, Sarasota County has a poverty rate of 8.7%. (Bureau, 2022)

However, one only needs to look at the Newtown neighborhood where our site is located and see that the poverty rate in this area is significantly higher due to a concentration of poverty. According to the United Way, the ALICE – Asset Limited, Income Constrained, but Employed – Report, places a spotlight on hardworking yet struggling residents who have little or no savings and are one unexpected expense away from serious financial crisis. The ALICE study provides a more local context and focuses on the real nature of poverty within the given area. In Sarasota County, 38% of all households fall below the ALICE threshold, with 10% living in abject poverty. According to ALICE, for a family of four living in Sarasota County with two parents, one infant, and one preschooler, the household income to just get by is calculated to be over \$62,000. (Florida, 2022) This considers paying for housing, childcare, food, having transportation but does not include any extra for savings or emergency funds, meaning these families are all one medical bill or car repair away from possible homelessness.

These factors outside of the school indicate the need for significant intervention to assure the success of the targeted students but factors inside the school indicate the need as well. 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, 2022) According to the FLDOE data on standardized testing, only 31% of Emma E. Booker Elementary students tested at a proficient level in English/Language Arts. This is why the Boys & Girls Clubs of Sarasota and DeSoto Counties is proud to partner with the United Way Suncoast Third-Grade Reading Initiative to remove barriers for children trying to attain grade-level reading by third grade and increase skills to improve literacy.

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 provided by the 2021 School Grades Report indicate that our students at our two target schools are struggling and are

at risk of falling behind and never catching back up. According to a report shared by Education Week, “even at high-performing wealthy high schools, students who have fallen far behind academically in 4<sup>th</sup> and 8<sup>th</sup> grade have less than a 1 in 3 chance of being ready for college or career by the end of high school.” This report emphasizes the importance of early intervention methods and activities to be put in place, as suggested in this proposal, so that students are not falling behind; especially because neither of these schools is “high-performing” nor “wealthy.” (Sparks, 2022) This is especially crucial now as the COVID-19 pandemic has caused significant disruption to learning.

According to McKinsey & Company, “the impact of the pandemic on K-12 students learning was significant, leaving students on average five months behind in mathematics and four months behind in reading by the end of the school year.” (Emma Dorn, 2022) An especially significant finding from this report that relates to our target population is that “the pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students the hardest”; of which our students are historically disadvantaged. Additionally, and highlighting the findings of the 2019 Sarasota County Community Health Assessment, “the crisis had an impact on not just academics but also on the broader health and well-being of students, with more than 35% of parents very or extremely concerned about their children’s mental health.” (Emma Dorn, 2022) The students of Newtown were already prime candidates for 21<sup>st</sup> CCLC programming and the pandemic has only reaffirmed and increased that need for academic and enrichment interventions.

Before continuing, it is important to look at the populations attending these two target schools. As mentioned, students labeled as Economically Disadvantaged include 90.3% of students at Emma E. Booker and 78.8% of students at Booker Middle. Racial demographics at Emma E. Booker are 54.8% Black/African American; 24.8% Hispanic; 9.5% Multiracial; 9.9% White; and 1% Subgroups. At Booker Middle, the racial makeup is 26.8% Black/African American; 46.3% Hispanic; 4.7% Multiracial; 21.2% White; and 1% Subgroups.

The 2021 School Grades report for Sarasota County indicates that both Emma E. Booker and Booker Middle are significantly underperforming in key academic subjects. Emma E. Booker's testing indicates that the proficiency in English/Language Arts is 31%, in Mathematics it is 36% and Science is 41%. Booker Middle proficiency levels indicate that 41% of students are proficient in English/Language Arts, 45% are proficient in Mathematics and 42% are proficient in Science. These results are shockingly low and indicate that well less than half of students are proficient in key subjects, leaving them in need of additional support and intervention to catch up if they are to attain on-time grade advancement and reduce the risk of dropping out.

The district averages for proficiency also highlight that these two schools are performing well below the rest of the district. The district has an average proficiency of 64% in English/Language Arts, 64% in Mathematics, and 64% in Science. These results place Emma E. Booker students 33 percentage points lower in English, 28 points lower in Mathematics, and 23 points lower in Science than the district averages. Booker Middle is 23 percentage points lower in English/Language Arts, 19 points lower in Mathematics, and 22 points lower in Science than district averages. Students attending these two schools need additional support to ensure on-time graduation and grade-level achievement with the rest of their peers.

Further data at both schools indicate the need for high-impact academic intervention programming to assist these students in reaching grade-level benchmarks and attaining on-time grade advancement. Reporting from the 2020-21 school year English Language Arts Assessment results for Emma E. Booker have the following breakdown of results for students: 30.5% at Level 1; 38.2% at Level 2; 22.5% at Level 3; 8.4% at Level 4; and 0.4% at Level 5. This means that 68.7% of students, those that received Level 1 or 2, are either "inadequate" or "below satisfactory" in this key subject. Furthermore, even those achieving Level 3 are likely to "need additional support for the next grade", according to FLDOE. This leaves a frighteningly

low 8.8% of students who are prepared to go to the next grade without assistance and 91.2% of students who need assistance, such as that offered by our 21<sup>st</sup> CCLC.

Looking at English Language Arts Assessment for Booker Middle, we see that results are better but still leave the majority of students in need of assistance. For the 2020-21 school year, the results are as follows: 33.6% at Level 1; 25.3% at Level 2; 19.1% at Level 3; 14.3% at Level 4; and 7.6% at Level 5. This data shows that 58.9% of students are “inadequate” or “below satisfactory” in this key subject. As mentioned, even those achieving Level 3 still need additional support. Therefore, this means that 78% of students need additional support in English/Language Arts if they are to remain on track.

Furthermore, when looking at data related to English/Language Arts Learning Gains for the 2020-21 school year, we see that both schools have a majority of students who are not improving from one year to the next. At Emma E. Booker, 40.7% of students achieved learning gains while Booker Middle had 43% of students achieve learning gains in English/Language Arts. Additionally, when looking at English/Learning Arts gains for students performing in the lowest 25% at each school, shows that 52.4% of these students achieved gains at Emma E. Booker while only 28% of these students at Booker Middle achieved gains. These statistics show that the majority of students at each of the targeted schools would benefit from additional support in English/Language Arts to improve proficiency and increase learning gains year to year.

Next, when looking at the results from the 2020-21 Mathematics Assessment Results show that both schools need intervention to support students in math proficiency. At Emma E. Booker, the results for Math are as follows: 40.7% at Level 1; 23.6% at Level 2; 26.8% at Level 3; 7.3% at Level 4; and only 1.6% at Level 5. This means that only 8.9% are ready to go on to the next grade without additional assistance and that 91.1% (Level 1-3) need assistance to reach grade-level benchmarks in Mathematics. At Booker Middle, the results for Mathematics are as follows: 33.2% at Level 1; 22.1% at Level 2; 25.5% at Level 3; 12.3% at Level 4; and 7%

at Level 5. This data shows that only 19.3% of middle-school students are ready for the next grade but that 80.8% need additional support such as that which would be provided by this proposal.

FLDOE provides further data regarding Mathematics Learning Gains for the 2020-21 school year. At Emma E. Booker, only 29% of students achieved learning gains in Mathematics. Furthermore, of the lowest-performing 25% of students in Mathematics at Emma E. Booker, only 32.1% of these students made gains. At Booker Middle, only 42.1% of students made gains in this key subject. Of the lowest-performing 25% of students in Mathematics, only 47.4% of these Booker Middle students attained learning gains. This shows that far more than half of the students at each school are not improving year to year. If this cycle continues, students are liable to fall so far behind that they simply cannot catch up and risk dropping out.

Another important indicator of the performance of the school and its students is the English Language Proficiency assessment. Both schools have significant room for improvement according to data from FLDOE for the 2020-21 school year. At Emma E. Booker, only 28.9% of English Language Learners are proficient in English. Meanwhile, at Booker Middle, only 21.6% of English Language Learners are proficient. This leaves a tremendous amount of room for improvement at both schools.

Another data point of note is the middle school acceleration component. This data point is only applicable to our Booker Middle school students. This component “measures the rate of eligible students who score a Level 3 or higher on a statewide, standardized end-of-course assessment for a corresponding high school course.” In the 2020-21 school year, Booker Middle had 135 middle school students who earned high school acceleration credit, with 87 being economically disadvantaged. The students we would be targeting with this program would include those who are not excelling and those who need additional assistance, to create proficiency and academic success.

Other factors of note are Discipline and Attendance. According to FLDOE data for Emma E. Booker regarding Discipline, 42 students had one out-of-school suspension; 11 had more than one out-of-school suspension, and 1 student had one or more in-school suspensions. However, Black students are overrepresented in disciplinary measures. Despite being 56.3% of the student enrollment according to the Discipline Actions chart, they account for 66.7% of students with one out-of-school suspension and 81.8% of all students with more than one out-of-school suspension. Meanwhile, Hispanic students are underrepresented in regards to disciplinary actions and White students (8.3% of total enrollment) are roughly on par of representation for having one out-of-school suspension (9.5% were White) but were overrepresented in the more than one out-of-school category with 18.2% of students receiving this discipline being White.

Looking at the same data category for Booker Middle, we see that 37 students have one or more in-school suspensions; 42 students have one out-of-school suspension, and 14 students have more than one out-of-school suspension. According to the data chart in the Discipline section, Black students are 27% of enrolled students but are 62% of students with one or more in-school suspensions; 52.4% of students with one out-of-school suspension; and 42.9% of students with more than one out-of-school suspension. This means that Black/African American students are overrepresented in regard to disciplinary actions. Hispanic students, meanwhile, are underrepresented, as are White students.

A major indicator of student success is attendance. Students need to be present to learn but missing more days also leads to decreased engagement with school. This can be a slippery slope and lead to students falling behind and/or potentially dropping out. At Emma E. Booker, 190 students have been identified for “chronic absenteeism”, including 19 Current English Language Learners and 57 Students with Disabilities. Of the students labeled as chronically absent, 59.5% are Black/African American; 21.1% are Hispanic, and 11.1% are White. At Booker Middle, there are 117 students identified for “Chronic Absenteeism.” This total includes

26 Former English Language Learners and 49 Students with Disabilities. The racial breakdown of chronic absenteeism indicates that 32.5% are Black/African American; 39.3% are Hispanic, and 20.5% are White. Therefore, taking these numbers for chronic absenteeism, we can see that 37% of ALL Emma E. Booker Elementary students qualify for this category out of the 512 enrolled students. Booker Middle, of their 911 enrolled students, 13% of ALL students are chronically absent. Both schools have massive populations that are currently disengaged or at risk of becoming disengaged, as well as missing out on learning at school. This highlights the need for parent and student interventions to increase attendance rates to increase academic proficiency, engagement with school, investment in success and decrease the risk of dropping out.

Finally, the Graduation Rate and Postsecondary Continuation data points are not relevant to this proposal. According to FLDOE, “the graduation rate is determined using prior-year data” and only “schools that had students enrolled in grades 11 and 12 in the prior year are eligible for this accountability component.” Therefore, because the two schools targeted in this proposal do not serve grades 11 or 12, they are not eligible for this component.

All of the data trends listed above present Emma E. Booker and Booker Middle as schools that are underperforming in key areas. The proficiency levels for English/Language Arts, Mathematics and Science are all well below district averages at both schools and indicate only one-third of students being proficient (Level 3 or better) in certain cases. Additionally, both schools have significant student populations that are chronically absent. According to school-level data, these students would benefit significantly from out-of-school intervention programming and services that could provide the academic enrichment, personal enrichment and resources to ensure students are on track, engaged in school and can attain proficiency in statewide assessments and on-time grade-level advancement. With this program, current trends indicate that too many students at both schools will fall behind academically, not attend

regularly, have behavioral issues that if not addressed could lead to delinquency, with all factors contributing to potential complete disengagement with school and possibly failing or dropping out of school.

As part of the process undertaken by the Boys & Girls Clubs of Sarasota and DeSoto Counties to determine the need for the 21<sup>st</sup> CCLC Program, references will be made to surveys conducted with 21<sup>st</sup> CCLC Program stakeholders, including parents/guardians, teachers and students from the two targeted schools, as well as community partners.

Responses from **Community Partners**, of whom we surveyed 8, indicate that they see a need for high-level, out-of-school enrichment programs for the students of Newtown. An overwhelming 75% of community partner respondents indicated that Reading Education, Math Education, Science and Engineering Projects, Homework Assistance and Technology Education should all be part of the program. They were also asked which personal enrichment components should be offered and 87.5% indicated that “All of the Above” should be included. The options included Arts & Culture, Health & Fitness, Character & Leadership, Resiliency, College & Career Readiness, Drug and Violence Prevention, Cultural Programs, and Behavior Improvements. Furthermore, 100% of respondents indicated they would be willing to communicate ideas and advocate for the program. These responses demonstrate that a comprehensive and well-rounded out-of-school program, with both academic and personal enrichment programming, is seen as in need by community partners and of which would benefit the target students.

Responses from the **Teacher** surveys were more robust as we surveyed 26 total teachers with 11 teachers from Emma E. Booker and 15 teachers from Booker Middle. We asked the teachers if they saw a need for the program and 100% said an afterschool program was needed and 77% said a summer program was needed. We then asked if they believed families could afford the program if it wasn't funded by this request. Not a single respondent believed families could afford either the afterschool or summer program. This speaks to the

level of financial hardship that families in that area face as teachers see the need for free programming. Teachers were then asked where they saw students having the greatest struggles during the school day. They were provided a list of options and “Reading at Grade Level” was the most significant response at 58%. The next two most significant selections included “Understanding Math Concepts” and “Accurately Completing Homework.” These responses paint a picture of the target students significantly benefitting from academic enrichment of key subjects, literacy education, and homework assistance. An out-of-school program designed with these needs in mind could provide crucial assistance to improve proficiency levels as identified by teachers.

Teachers were then asked what they felt students needed from an out-of-school program. The top answers were: Homework Help (69%); Math Help (54%); Reading Help (50%); Character Education and Social Skills (46%); and Snacks/Meals (42%). The teachers have identified here that students are struggling to stay on track during the school day and need supplemental support for academic enrichment. Also, they indicated that students would benefit from more character development, which could be provided in an out-of-school program and with more peer-to-peer interactions outside of school. Students also need snacks/meals, which is likely because many face food insecurity at home. Therefore, many of these students are struggling because they don’t have supplemental enrichment programming that could support what is occurring during the school day.

Teachers were then asked what they felt students wanted from an out-of-school program. The top answers were: Homework Help (58%); Fitness Programs (50%); Art/Music Programs (46%); Snacks/Meals (42%); and Math Help (35%). Teachers have some of the best perspectives on the wants and needs of our students as they are trained education professionals who spend a significant part of the student’s day with them. They have identified that students *want* further enrichment opportunities, both academic and personal, to help them reach their full potential.

Finally, teachers were asked if they believed an out-of-school program would help improve student performance in key areas. The vast majority of teachers indicated that they Strongly Agreed that this program would help with: Student Engagement with School (69%); School Connection to Community (69%); Resources for Students (73%); Student Attendance (65%); Student Behavior in Class (65%); Homework Completion (81%); Parent Involvement in Student Education (73%); Reading Skills (85%); and Math Skills (81%). The rest of the respondents Agreed with the program helping in these same areas. There was only one respondent who said they Disagreed that the program would help Math Skills but no other respondents said they Disagreed or Strongly Disagreed that the program would improve any of these areas. As indicated by these responses, the need and want for an out-of-school program providing snacks/meals and academic and personal enrichment is overwhelming. Furthermore, teachers have indicated that this would make a significant impact across key indicators of success. Therefore, this 21<sup>st</sup> CCLC program is definitively wanted by the educators of our target population.

To summarize these results, teachers and community partners see students benefitting from a program that would be provided at no cost and which would provide both academic and personal enrichment interventions. These responses are in line with the demographics for these schools as the majority are financially constrained, on Free and Reduced-Price Lunch, and are underperforming in key subjects, such as ELA, Math, and, Science. They also indicate that students need further assistance with their homework. Many parents do not have the time or knowledge to effectively help their students with homework and therefore a supplemental program provided outside of school would significantly help. Furthermore, students need access to nutritious snacks and meals to ensure hunger is not an obstacle to success. All of these responses indicate a student population that is underperforming and lacks access to basic resources, all of which could be improved by a program provided at no cost, outside of school and with FL Certified Teachers and trained staff to intervene with enrichment-based programs.

We then surveyed **Parents/Guardians (PG)** of students at the target schools and had a total of 80 respondents. We first asked if their students needed an out-of-school program and an overwhelming 86% said yes to the afterschool program. We then asked PG if they could afford the program if it was not covered by 21<sup>st</sup> CCLC. The majority of respondents indicated that they could not. They were then asked what their students needed from an out-of-school program and the top responses were: Homework Assistance (91.25%); Math Assistance (82.5%); Reading Assistance (78.75%); Snacks/Meals (72.5%); and Fitness Programs (58.75%). PG were then asked how many hours their students needed to be provided this program and the majority of respondents indicated the maximum time was necessary. PG indicated that their child(ren) would benefit from three hours after school (55%), Monday through Friday, and eight hours during the Summer (60%), Monday through Friday. These responses align with what both the community partners and teachers indicated as the greatest needs with Literacy Education, Math Help, Homework Assistance, and Snacks/Meals all making the top responses across all stakeholders. When these three groups of stakeholders all indicate the same needs for supplemental enrichment outside of school, there are gaps in services in this community that could be met and improved through out-of-school interventions.

Finally, **Students** at the two target schools were surveyed and we had 113 total responses. Students were first asked what subjects or areas of school they have the hardest time with. The top four responses align with the other stakeholder surveys as they were: Math (51%); Doing Homework (34.5%); Understanding Teacher Instructions (29.2%); and Reading (28.3%). Therefore, the students themselves recognize the need for an out-of-school enrichment program focused on academic success in key subjects and homework assistance. All four stakeholder categories responded to the needs assessment and came back with significant overlap. The main needs for these students were identified as Homework Assistance, Literacy Education, Math Assistance, and Snacks/Meals. Additionally, both teachers and parents recognized the need for Fitness Programs. These clear gaps would all be met by a

regularly occurring out-of-school program, offered Monday through Friday throughout the year, focused on academic enrichment, personal enrichment, and provided nutritious Snacks/Meals.

Looking at **assets and gaps within the community**, we can see from the parent survey that there are not easily accessible youth development programs found in the community as evidenced by over 71% of parents saying they are not easily found. A quick Google search for “youth development Newtown, FL” only pulls up our organization, Newtown Connection, which is a partner who operates at our NEP Club, and Newtown Nation, which is a “group of concerned citizens dedicated to creating solutions for a healthier, happier and safer community.” (Nation, 2022) Newtown Nation is a citizen group that hosts various community events but does not have regularly occurring programming or dedicated facility. When looking for regularly occurring youth development programs, there is a clear lack of options that are convenient or accessible, outside of our NEP Club.

Our organization already currently utilizes County resources and property to reduce redundancies and costs of operations. We have a Facility Use Agreement for the NEP facility which is maintained by Sarasota County Parks, Rec & Natural Resources. Department. We also utilize a partnership with the FL Department of Health Child Care Food Program to provide snacks and meals to students at this site. A partnership with All Faiths Food Bank provides supplemental food assistance through their backpack program and also weekly food to local families at our Roy McBean Boys & Girls Club, also in the Newtown community of Sarasota. We have a strong partnership with local law enforcement to engage, empower and create community-building opportunities, as well as Newtown Connection, a nonprofit created by retired MLB player Ian Desmond and co-founder Vince Northfield.

Carolyn Mason is a leader in the Sarasota community and one who provides a great deal of insight to our organization. She served as City Commissioner from 1999-2003, was Mayor of Sarasota from 2001 to 2003, was the first African American elected to the Sarasota County Commission in 2008, and served as chair in 2013 and 2015. She has served on our

Board of Directors for many years and is involved in consulting with organizational leadership, making recommendations, and creating strategic introductions within the community. We regularly consult with her for any programming, capital projects, and strategic initiatives.

We also have secured 21<sup>st</sup> CCLC grants to run our programming directly at school sites identified for intervention. We operated four school sites, with two located in Newtown, from 2015 to 2020 and successfully renewed funding for the program in 2020. We rely on strategic partnerships and funding opportunities to provide the most meaningful impact, reduce redundancies, and lower operating costs for everyone. We consistently look for new ways to improve our programming through strategic partnerships and seek any person or organization with significant expertise in youth development. We already utilize many assets in Newtown and seek to fill gaps in assets through our programming, staffing, partnerships, and outcomes.

Further assessments gleaned from research and discussions with our Program Team included several assets. Among them are that Sarasota is a generous philanthropic community that has allowed our organization to serve local youth for over 50 years. There is a Summer hunger program called Summer Break Spot to address food insecurity among our students and all six of our Club sites participate in this program to act as free food sites during the Summer. There are strong safety net programs to keep people in their homes when a crisis hits (Sarasota County Health Safety Net System of Care, Emergency Rental Assistance Program, Safety Net Hospital Alliance of Florida), for which our organization participates in a network of organizations and agencies for referral services. There are regional grade-level reading efforts that help build home libraries and support reading, for which we are a funded organization by both The Patterson Foundation and United Way Suncoast for grade-level reading. An additional asset locally is that the unemployment rate as of January 2022 was an incredibly low 3.1%. (Labor, 2022) Adult scholarships are available in the community so that parents can access education opportunities that ultimately bring higher family wages, an initiative that our organization is involved in by currently building a vocational training center at our Roy McBean

Club in Newtown. Once completed, this vocational training center will provide vocational training to teens during Club hours and will serve adults during hours when students are not present.

These assets indicate that the community is primed to help support local students and families through philanthropy, safety net programs, academic initiatives, and providing basic necessities. With the support of our community partners, we can continue to utilize these local assets to provide the most impactful out-of-school program for our target students while continuing to refer parents to various safety net programs and educational and career advancement opportunities. Through the six Parent/Guardian events that we will host annually, we will be able to provide increased engagement in their child(ren)s success, as well as promote their own success through referral to these various programs. When parents have steady housing, gainful employment, and can meet basic needs, the household is more stable and thus creates an environment primed for student success.

However, when looking at gaps in assets in our community, we have gathered that 47% of students in the district are on Free and Reduced-Price Lunch. There is food scarcity, especially in Newtown and especially during the Summer as students are not at school to be fed, as evidenced by the Summer Feeding Programs provided and that “unprecedented food insecurity persists in Sarasota.” (Doleatoo, 2022) Also, the academic achievement gap is growing, as evidenced by the current Superintendent making addressing the achievement gap a priority. Just last year, the Sarasota County School District Superintendent said that “72% of white students scored proficient or better on the English-Language Arts test, with just 40% of Black students hitting that mark. For Hispanic students, 54% scored as proficient.” (McKinnon, 2022) There is a growing mental health crisis, as evidenced by the Sarasota Community Health Assessment. Finally, transportation and affordable housing are both major concerns in our area.

These gaps in assets can be addressed, in part, by a high-level out-of-school program to promote student success. As participants in Summer Break Spot, participants in the FL Department of Health’s Child Care Food Program, and also partners with All Faiths Food Bank,

we can address food scarcity, especially during the Summer months when families don't have to pay for food because breakfast, lunch, and snacks are provided at our 21<sup>st</sup> CCLC program, as well as being referred to a food assistance site we run at our Roy McBean Club in Newtown in partnership with All Faiths Food Bank. Furthermore, because of the racial demographics of our target schools and our NEP Club, we are uniquely positioned to address the achievement gap as these services will be offered in neighborhoods that are predominantly People of Color and financially constrained. With our location being geographically convenient as it is located directly across the street from Emma E. Booker and in the middle of public housing, transportation will not be a concern for most families. Finally, through Adult Engagement events, we will be able to act as a referral to parents/guardians to help them secure affordable housing, educational opportunities, mental health services, and gainful employment. The members of our Program Team are largely local ambassadors and leaders and will be able to provide enhanced recommendations for families through their participation and oversight of the program.

The assessment of stakeholders, as well as school-level data, shows two target schools with underperforming student populations who face food insecurity and financial hardship. The stakeholders identified that an out-of-school program provided at no cost to supplement student success is needed and would be beneficial to students. The main concerns across all stakeholders were Homework Assistance, Literacy Education, Math Assistance, and Snacks/Meals. Our 21<sup>st</sup> CCLC would provide all of these vital programs and services to students, while also leveraging our community partners and community network to provide additional assistance to adults and meet the basic needs of families through direct support and referrals. Our NEP Club is located in a geographically convenient and accessible location to reach the students who benefit the most from a 21<sup>st</sup> CCLC program and our organization has the community support and expertise to provide a high-yield program.

## **Section 7: Intentionally Designing Activities**

**OPERATIONAL PLANNING** efforts will be focused on a single site proposed in this application, which is our Newtown Estates Park Boys & Girls Club, located at 2800 Newtown Blvd., Sarasota, FL 34234. This site will serve 110 students from two nearby schools, Emma E. Booker Elementary and Booker Middle. We will serve 85 students from Emma E. Booker Elementary and 25 students from Booker Middle. This site has ample space to serve 110 students with academic and enrichment-based programming, as well as room for online and project-based learning. Additionally, this site resides in the middle of public housing where a majority of our target population lives, making transportation home convenient for families and ensuring we are reaching those that need these services the most.

The site is available to the Boys & Girls Clubs of Sarasota and DeSoto Counties thanks to a partnership with Sarasota County Parks, Recreation, and Natural Resources. Children in the Newtown community participate in our programming to learn and grow in a safe and nurturing environment. The site complies with the Americans with Disabilities Act (ADA) and is accessible to all students. As per the General Education Provisions Act (GEPA), special accommodations will be made for all enrolled students, including English learners, homeless, migrant, physical, developmentally, psychologically, sensory, communication, self-care, behaviorally, and attention-challenged children. The agency's Board of Directors, as well as Sarasota County, ensures the facility is safe and up to current standard codes for operation. A large outdoor area with a field, playground, and manicured baseball fields provides ample recreation space.

Our elementary students are a short walk from the Club making TRANSPORTATION simple. Students will be escorted by Club staff from Emma E. Booker Elementary across the street to the Club. Emma E. Booker Elementary is located directly across the street from our Newtown Estates Park Boys & Girls Club and staff wait outside the school, rain or shine, for participating students to meet them at the designated meeting spot. Once each staff member has taken attendance of their group, the students are safely escorted across the street to the

site. Booker Middle is located roughly 5 blocks away and students either find transportation or walk from their school to the site immediately following dismissal from classes. We encourage our middle-school students to walk in pairs or groups to increase safety and awareness as they walk.

Discussions with the Program Team and feedback provided by our Needs Assessments surveys completed by parents, community members, teachers, and students indicated the importance of academic enrichment, particularly Homework Assistance, Literacy Education and Math Assistance. The overall sentiment was that academic programming to improve proficiency levels and daily success for students attending the targeted schools was a priority. Therefore, to meet the needs for academic enrichment, we will maintain a ratio of 1 FL Certified Teacher for every 10 students. This 1:10 ratio of teachers to students provides students the individualized attention and support they need to assist in reaching grade-level benchmarks.

Enrichment opportunities were also identified as being important to the stakeholders of our proposal. These opportunities include activities that promote Character & Leadership, Healthy Habits, and support to increase engagement with school. These programs will be administered by Enrichment Paraprofessionals at a ratio of 1 staff member for every 20 students, a ratio decided upon based on impact, opportunities, and our organization's extensive experience providing these services.

The SAFETY of our students is always of the highest priority. All staff, eligible volunteers, and Board Members are required to have a Level 2 background screening. All screening clearance (local/FDLE/FBI) are screened through the DCF Clearinghouse. The Clearinghouse allows the results of criminal history checks to be shared among seven specific 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. Furthermore, 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. All program staff are trained in CPR and are skilled in handling emergencies. The Site Director is the point of contact for emergency needs. Parent phone numbers are kept on file on-site, and parents are contacted as needed for emergency or urgent situations involving their child.

As students transition from one area to another, their team leader ensures all students are present before moving on to the next area, where attendance is taken again. All staff carry radios on their persons so everyone stays connected. The Site Director is the main contact for emergencies. Any incident or emergency that occurs requires staff to follow up with a detailed report. These incident reports explain what happened, including statements from staff and witnesses, and list all students and staff relevant to the situation. Reports are immediately shared with the parents/guardians of the students involved, then they are circulated to organizational leadership, including the President/CEO, to review and install measures to prevent it from happening again. If necessary, relevant staff members will meet with organizational leadership.

The 21<sup>st</sup> CCLC Program is held after school from 2:30 p.m. until 6 p.m., Monday through Friday, with both academic and enrichment programs offered daily. While times can vary due to individual children's unique needs, all elementary participants will engage in a minimum of 30 minutes for homework and tutoring, 30 minutes for academic enrichment, and one hour for personal enrichment. Middle-school students 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. 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.

Because we have multiple groups, schedules will vary as groups circulate through activities. All groups will participate in both **Academic Enrichment** and **Personal Enrichment** activities. Personal Enrichment activities, in this application, will refer to activities in **Well-Rounded Education, Healthy and Active Lifestyle, Telecommunication and Technology**

## **Education, Cultural Programs, and Drug and Violence Prevention and Counseling**

**Activities.** Middle-school students will also participate in **Career Competencies and Career Readiness Activities** as Personal Enrichment.

Personal Enrichment is an umbrella term for these activities that are outside of direct Academic Enrichment, though Personal Enrichment may provide academic benefits. In the schedule and the description of activities, Academic Enrichment will refer to direct services and activities designed explicitly to improve academic performance, such as literacy education, homework help, ELA, Math and Science activities, STEM, and other interventions of that nature. Personal Enrichment will refer to health and wellness activities, digital literacy, college & career programs, drug & violence prevention, and so on. When Personal Enrichment is mentioned, it is referring to one of the following programs:

- **Well-Rounded Education:** students participate in art Instruction as they learn and engage with various styles and mediums;
- **Healthy and Active Lifestyles:** this category encompasses our Triple Play program, which focuses on the well-being of the mind, body, and soul while encouraging physical activity, nutrition, mental health, and self-care.
- **Telecommunication and Technology Education:** students participate in the My.Futures program sponsored by Comcast NBCUniversal exposing them to a vast array of modules all designed to promote safety, literacy, and confidence online;
- **Cultural Programs:** students spend time learning and researching other cultures. They may get the opportunity to watch a movie set in that culture or taste native dishes;
- **Drug and Violence Prevention and Counseling:** students participate in our SMART Moves program which teaches abstinence from and alternatives to

drugs, alcohol, gangs, and other detrimental behaviors. Funded by the Department of Juvenile Justice, this program addresses avoidance of drugs, the importance of building and maintaining positive relationships, healthy decision making, handling conflict, identifying risky situations, awareness of the dangers of gangs, and how to give and find support when needed.

- **Career Competencies and Career Readiness Activities:** middle-school students will participate in programming designed specifically for them under the instruction of a trained College & Career Specialist. Our specialist will conduct both group activities, host speakers, and conduct individualized meetings to review school performance, interests, potential colleges and explore career options.
- **Assistance to Students who have been Truant, Suspended or Expelled:** students will participate in programming designed to improve their behavior as well as engagement with school. The overall benefits aim to increase attendance, improve behavior, and become invested in their success through curriculum and positive mentorship.

A schedule for the after-school program includes students arriving at the Club between 2:30 p.m. and 3:00 p.m. Students receive a nutritious snack to ensure hunger is not an obstacle to their success. This snack is provided by the FL Dept. of Health Child Care Food Program. Students are served and then socialize with peers, developing friendships and building positive social interactions and opening the window for receiving positive mentorship from program staff. and building positive social interaction sit with their peers and Club staff to finish snack. After snack, by 3:30 p.m., students move to the Project Learn room for **Homework Help, Academic Enrichment, and Literacy Education**. Students spend this time working on homework with FL Certified Teachers to receive individualized help in understanding their lessons and addressing

the specific learning struggles they are experiencing. The ratio of students to teachers during this time will not exceed 10:1. Those who finish their homework early are encouraged to read or complete an enhancement activity worksheet.

At 4:00 p.m., students then begin **Academic Enrichment** activities. These activities are designed to increase proficiency in key subjects and areas of student performance. After spending a total of one hour on **Academic Enrichment** activities (i.e. homework assistance and ELA/Math/Science activities), students then proceed to Personal Enrichment activities. Beginning at 4:30 p.m., these activities are intended to promote **Healthy and Active Lifestyles, Well-rounded Education Activities, Telecommunications and Technology Education, Cultural Programs, Drug and Violence Prevention and Counseling, Assistance to Students who have been Truant, Suspended, or Expelled, and Career Readiness and Career Competencies**. During this time, the ratio of students to Paraprofessionals will not exceed 20:1. This time goes right up until the closing time at 6 p.m. Students are then picked up by an approved Parent/Guardian and transported home.

Our Summer Program runs from 8 a.m. until 5:30 p.m. for 8 weeks during the summer with the week of July 4<sup>th</sup> being closed. Our Summer Program offers both academic programs to prevent the summer slide while also providing enrichment programs to build character and healthy habits, as well as recreational activities to ensure our students are having fun. Additionally, for our middle-school students, various college & career opportunities will be offered beyond what is available during the school year. This includes expanded individualized time, additional speakers, deeper career exploration, goal setting, and college and career-based field trips.

The Summer schedule is more robust as eight hours of programming is available to students and aligns with what parents/guardians indicated they wanted for a Summer program length. A typical Summer schedule begins at 8:00 a.m. with breakfast provided until 8:20 a.m., however, for any students arriving later, breakfast will still be available if they need. Students

then have ten minutes to transition to Academic Enrichment in the form of a Literacy Activities, such as Reading Club (8:30 am to 9:15 am). After 45 minutes, students transition to one of the Personal Enrichment activities, such as digital literacy (9:25 am to 10:10 am). After 45 minutes, students then transition to Academic Enrichment such as Math or STEM Activities (10:20 am to 11:05 am). After 45 minutes, students then transition to another Personal Enrichment program, such as financial literacy or conflict resolution (11:15 am to 12 pm).

Students are then served a nutritious lunch where they have 20 minutes to eat and the other 25 minutes are spent in a Personal Enrichment activity (12:10 pm to 12:55 pm). Following lunch, students go to Academic Enrichment such as Science Activities (1:05 pm to 1:50 pm). After 45 minutes of Science Activities, students transition to another Personal Enrichment program, such as Healthy Habits or College & Career (2 pm to 2:45 pm). Following 45 minutes of Personal Enrichment, students attend another Personal Enrichment activity, such as cultural programming or healthy habits (2:55 pm to 3:40 pm). Students are also served a nutritious snack during this time. Following the 45 minutes in snack and Personal Enrichment, the rest of the day is spent in Personal Enrichment activities, such as Triple Play or Newtown Connection (3:50 pm to 5:00 pm). This latter part of the day is when educational field trips typically occur. The Club closes at 5:30 pm and students typically participate in reading activities until an approved Parent/Guardian comes to pick up them up from the Club.

Students do not repeat the same activity category on the same day. For example, while students will rotate to several Personal Enrichment categories, they will only participate in Healthy and Active Lifestyle programming once per day. During each session of Academic or Personal Enrichment, they are participating in a new program that they have not already participated in. For Academic Enrichment, this includes ELA, Math, Science, STEM, and Literacy Education. For Personal Enrichment, this includes the activities already outlined, as well as educational field trips where students learn about their communities, the environment, career options, wildlife, or other opportunities.

The services provided for the **adult family members** will include 6 Adult sessions. These sessions will be discussed in person during parent pick-up, through flyers, and also through the 21<sup>st</sup> CCLC website and social media. To increase engagement, we will make the adult sessions as accessible as possible through multiple platforms of promotion and holding the sessions after work. We will also maintain flexibility in both scheduling and topics for these adult sessions. If we are seeing that we are expecting a low turnout for one of the events, we will see if a date change would increase attendance.

The sessions we have scheduled include two sessions of orientation for family members/caregivers to review program requirements and activities; with one session during the first week of the School Year program and one during the first week of the Summer Program. Each session will discuss and review the upcoming program and its intended outcomes and activities. During each session, parents will be directed to the 21<sup>st</sup> CCLC website to access the application. They will specifically be guided to the sections regarding activities and outcomes as they are most relevant to the program their student is participating in. These sessions will also promote the importance of parental engagement with their children's academic goals. The other four sessions will focus on increasing Student Literacy Skills, Technology Skills, Mental Health Resources, and Financial Literacy Classes provided by community vendors and/or consultants. These six sessions will not only help adult family members but will provide assistance and support to students through active engagement by adults.

Adult enrichment sessions will be held at least once a quarter while orientation sessions will be held at the start of the 21<sup>st</sup> CCLC After-School Program and one at the start of the 21<sup>st</sup> CCLC Summer Program. These learning opportunities will happen at 6 pm at our NEP site to ensure parents can attend after work. Each event will be one hour and attendance will be taken. All attendance logs from these events will be shared with the Program Team.

**Activity Design** was created to meet the needs identified in the needs assessment results and school-level data. Through the Needs Assessment, we identified **Academic**

**Enrichment, Literacy Education, Healthy and Active Lifestyles, Well-Rounded Education Activities, Drug and Violence Prevention Programs, and Career Competencies and Career Readiness.** Each of these was identified by stakeholders through surveys. The majority of teachers and parents/guardians indicated the same top three needs for their students, which were Homework Help, Math Help, and Reading Help. Also, through a review of school-level data, we identified a lack of proficiency in key subjects and chronic absenteeism. Each activity is age-appropriate and strategically designed and selected to increase performance and proficiency in the relevant subject.

The activities outlined below were chosen for their ability to increase progress towards specific **outcomes**. The specific outcomes, which are explained in further detail in the “Implementing with Fidelity” section, include improved performance and proficiency in English/Language Arts, improved performance and proficiency in Mathematics, improved Grade Point Average, improved attendance, improved behavior and improved engagement in safe and supportive relationships. These outcomes were chosen specifically as key indicators for comprehensive success by our students to ensure they are on track with grade-level benchmarks and behavior.

To improve grade-level reading and English/Language Arts (ELA) performance, in addition to individualized tutoring and homework help, we have selected **Read 180 for Literacy Education and Academic Enrichment**. Read 180 is designed to be effective across age groups and has components that apply to three separate grade levels: K-2, 3-5, and 6-8., These three grade levels encompass the range of students attending our NEP site. However, all grade levels will experience the program model similarly as READ 180 is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and a whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. What is taught

varies for each grade level but the overall design of the program will be the same for each cohort.

**The Read 180** activity for grades **Kindergarten through 2<sup>nd</sup> Grade**, will be provided four times per week for eight weeks during the Summer during Academic Enrichment time. The blended learning instructional model is 45–90 minutes long and is composed of three parts: whole-group direct instruction, small-group rotations, and whole-group wrap-up. Read 180 is designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills. The program continually assesses students and provides instruction based on the findings. Results are reported in various ways with the most significant being the Lexile levels of students. Lexile refers to the vocabulary students acquire that allows them to access and comprehend text.

The outline of this activity includes several tasks to promote proficiency in literacy and English/Language Arts (ELA). The activity uses small group direct instruction where the teacher works closely with individual students using an interactive worktext (called the Real Book). Instruction focuses on language development, comprehension, vocabulary, writing, and fluency across six workshops. Each workshop is four to six modules that have distinct subject content, focus questions, and anchor videos. At the end of each workshop, students complete a career-focused, project-based learning assessment.

The activity also requires students' independent use of a computerized Read 180 student application that includes six components (referred to as "zones"). These zones include Explore, which includes anchor videos with vocabulary activities; Reading, which involves close reading of individualized texts based on a student's instructional reading level; Language, which includes vocabulary building and practice; Fluency, which includes practice in spelling and

reading; Writing, which includes crafting argumentative, narrative, and informative essays; and Success, which includes progressively more complex fluency and comprehension activities.

The activity requires modeled and independent reading designed to build comprehension and accountability. Students can select from more than 100 paperbacks, eBooks, or audiobooks using a digital bookshelf or classroom materials. The instruction ends with a brief wrap-up discussion with the whole group. The goal of the READ 180 software is to continually adjust the level of instruction based on student performance. Also, some of the activities consist of comparison T-charts, sentence write and cut A-parts, vocabulary webs, picture sorts, coding texts, phonemic awareness, word families, word search bingos, vocabulary four-squares, and identifying topic sentences, think-pair-share, one-word splash, and gallery walk quick writes.

This activity for K-2 ELA utilizes the following Tier Interventions:

- **Tier 2:** Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. (Graham, 2018)
- **Tier 3:** Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Shanahan, 2010)
- **Tier 3:** Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Gersten, 2009)
- **Tier 3:** Teach students how to use reading comprehension strategies. (Shanahan, 2010)

**The Read 180** activity for **3<sup>rd</sup> Grade through 5<sup>th</sup> Grade** will be offered four times per week for eight weeks during Academic Enrichment times. This is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.

The outline of this activity utilizes Independent Reading which enables students to engage with a wide variety of literature and informational text, allowing educators to monitor students' progress toward independence with complex, grade-level text. Some activities include mind mapping, think aloud, KWL Charts, and [www.starfall.com](http://www.starfall.com). The activity also creates opportunities

for Whole Group Learning by providing students with exemplary texts at multiple levels, both informational and literature. Also, it supports educators with strategies for knowledge building and deepening vocabulary and language. Some activities will be using morphology (root words) to form word connections, creating graphic organizers, roll and retell, and literacy ball play.

This activity also incorporates small group learning. This helps students focus on close reading of the text, gathering evidence, and sharing their understanding and knowledge through a variety of research and writing tasks. Planning-Revising-Editing with partners is an activity that will assist in strengthening this skill.

This activity for 3-5 ELA utilizes the following Tier Interventions:

- **Tier 1:** Teach students to decode words, analyze word parts, and write and recognize words. (Foorman, 2016)
- **Tier 2:** Use varied, personalized, and readily available digital resources to design and deliver instructional content. (Dabbagh, 2019)
- **Tier 2:** Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. (Graham, 2018)
- **Tier 4:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Foorman, 2016)

**The Read 180 activity for Grade 6<sup>th</sup> through 8<sup>th</sup>** will be provided four times per week for eight weeks during Academic Enrichment time. This is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. Read 180® also incorporates similar activities as those for 3<sup>rd</sup> Grade through 5<sup>th</sup> Grade, such as Whole Group Learning. This provides students with exemplary texts at multiple levels, both informational and literature. Supports educators with strategies for knowledge building and deepening vocabulary and language. Some activities consist of four corners, reflections, and storyboards.

This activity also uses Small Group Learning to help students focus on close reading of a text, gather evidence, and share their understanding and knowledge through a variety of research and writing tasks, similar to Grades 3 through 5. The Independent Reading facet

enables students to engage with a wide variety of literature and informational text, allowing educators to monitor students' progress toward independence with complex, grade-level text. Some activities include mind mapping, think aloud, and KWL charts.

However, what is different for this cohort, is that middle school students use Student Application. Student Application provides educators with real-time data to track students' trajectory to college and career readiness, as well as providing opportunities for students to practice with Next Generation Assessment items.

This activity for 6-8 ELA utilizes the following Tier Interventions:

- **Tier 2:** Incorporate technology that models and fosters self-regulated learning strategies. (Dabbagh, 2019)
- **Tier 3:** Instruction during the intervention should be explicit and systematic (Gersten, 2009)
- **Tier 4:** Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. (Gersten, 2009)

In the Needs Assessment, both the school-level data and the survey responses indicated the need for reading support. At the school level, both of these target schools underperform in Reading and ELA. Survey responses from teachers, parents, and students all indicated that Reading Help was among their top three needs for an out-of-school program. Therefore, Read 180 will be utilized to provide tutoring, Academic Enrichment, and Literacy Education to increase proficiency and performance in quarterly report cards, Florida Statewide Assessments, progress reports, and grade point average in regards to ELA.

For a **Math Support** activity for **Academic Enrichment**, we will be utilizing **Odyssey Math**. When looking at school-level data, proficiency among these students is below district averages. Also, both parents and teachers listed "Math Help" as being in their top three most requested services to be provided by this program. This activity uses Tier Interventions across three separate grade cohorts (K-2, 3-5, and 6-8) to improve proficiency and competency in grade-level benchmarks for Mathematics.

Odyssey Math, published by CompassLearning, is a web-based K–8 mathematics curriculum and assessment tool designed to allow for instructional differentiation and data-driven decision making. The online program includes an electronic curriculum and materials for individual or small group work, assessments aligned with state curriculum standards, and a data management system that allows teachers to develop individualized instructional and assessment tools, as well as track individual and classroom student performance. Odyssey Math can be used as a standalone curriculum or as a supplement to other mathematics curricula. The primary school version of the Odyssey Math curriculum focuses on fundamental math skills like numeracy for the earlier grades, while in later grades, the curriculum equips students with skills necessary in middle and high school mathematics.

To provide **Math Help as Academic Enrichment** to students in **Kindergarten through 2<sup>nd</sup> Grade, Odyssey Math** uses a variety of methods. Odyssey Math uses a Mathematics curriculum and formative assessments that support differentiated and individualized instruction. It also incorporates interactive activities which are designed to allow students to apply ideas, tools, and manipulatives, and build upon previous knowledge. Some of the activities include Explore Math with Minecraft, Exponent Battle Card Game, and Math Tic-Tac-Toe. The mathematical content includes knowledge of numbers, arithmetic, pre-algebra, geometry, measurement, graphing, and logical reasoning. The mathematics skills are the application of the learning of this content, as well as an understanding of mathematical concepts, procedures, and problem-solving. Some of the activities are Tackle Fantasy Football Equations, Math Jeopardy, and Multiplication “War” Card Game. This activity will occur during the school year for eight weeks and will be provided four times per week during Academic Enrichment time.

The Tier Interventions for K-2 Math used in this activity include:

- **Tier 1:** Assist students in monitoring and reflecting on the problem-solving process (Woodward, 2018)

- **Tier 1:** Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (Fuchs, 2021)
- **Tier 3:** Help students recognize numbers and that they can be added and subtracted from single digits to double digits. (Gersten, 2009)
- **Tier 4:** Develop students' conceptual understanding of strategies for solving addition and subtraction problems (Star, 2015)

The **Odyssey Math** activity for **3<sup>rd</sup> Grade through 5<sup>th</sup> Grade** uses some of the same methods as K-2 but with age and grade-appropriate curriculum. The mathematics curriculum and formative assessments support differentiated and individualized instruction while Interactive activities used by the program are designed to allow students to apply ideas, tools, and manipulatives, and build upon previous knowledge. Some of the activities include Domino Multiplication, [www.multiplication.com](http://www.multiplication.com), Slice of Pie, [www.splashmath.com](http://www.splashmath.com), 10 times Bigger, What's My Value, and Geoboards. This activity will occur during the school year for eight weeks and will be provided four times per week during Academic Enrichment times

The activity also emphasizes flexibility in creating appropriate instructional pathways for students based on assessment results. Specifically, the program uses assessment results to create a sequence of skills- "learning paths"—that focus on the knowledge and skills an individual student needs to practice Mathematical content knowledge including knowledge of numbers, arithmetic, pre-algebra, geometry, measurement, graphing, and logical reasoning. Some of the usable activities are comprised of flip dominoes then multiply, craft division fact flowers, roll & race practice facts, fraction matchups, drawing perimeter people, quadrilateral bingo, solving math riddles, and 3-digit subtraction with regrouping.

This activity for 3-5 Math utilizes the following Tier Interventions:

- **Tier 1:** Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (Fuchs, 2021)
- **Tier 2:** Use varied, personalized, and readily available digital resources to design and deliver instructional content. (Dabbagh, 2019)
- **Tier 2:** Help students recognize and articulate mathematical concepts and notation. (Woodward, 2018)
- **Tier 4:** Use progress monitoring to ensure that math instruction builds on what each child knows (Frye, 2013)

The **Odyssey Math** activity for **6<sup>th</sup> Grade through 8<sup>th</sup> Grade** also relies on several methods to engage students and promote learning. As stated before, the mathematics curriculum and formative assessments support differentiated and individualized instruction. The interactive activities used by the program are designed to allow students to apply ideas, tools, and manipulatives, and build upon previous knowledge. Some of the activities include Explore Math with Minecraft, Exponent Battle Card Game, and Math Tic-Tac-Toe. For these grade levels, the Mathematical content knowledge includes knowledge of numbers, arithmetic, pre-algebra, geometry, measurement, graphing, and logical reasoning. Mathematics skills are the application of the learning of this content, as well as an understanding of mathematical concepts, procedures, and problem-solving. Some of the activities are Tackle Fantasy Football Equations, Math Jeopardy, and Multiplication “War” Card Game. This activity will occur during the school year for eight weeks and will be provided four times per week during Academic Enrichment time.

This activity for 6-8 Math utilizes the following Tier Interventions:

- **Tier 1:** Assist students in monitoring and reflecting on the problem-solving process. (Woodward, 2018)
- **Tier 1:** Mathematical Language: Teach clear and concise Mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts. (Fuchs, 2021)
- **Tier 3:** Help students recognize that fractions are numbers and that they expand the number system beyond whole numbers (Stiegler, 2010)
- **Tier 4:** Develop students’ conceptual understanding of strategies for solving ratio, rate, and proportion problems before exposing them to cross-multiplication as a procedure to use to solve such problems. (Stiegler, 2010)

Because both school-level data and survey respondents indicated the need for Math Help, Odyssey Math will be incorporated as a means to improve proficiency, understanding, and context of mathematical concepts, skills, and usage. This Academic Enrichment activity will be part of the overall program design to enhance student understanding to ultimately improve performance and proficiency in quarterly report cards, Florida Statewide Assessments, progress reports, and grade point average in regards to Math.

To provide further **Academic Enrichment** are activities designed to improve understanding and performance in **Science Help**. Each of the three grade cohorts (K-2, 3-5, 6-8) will engage in learning activities designed to improve their understanding. The school-level data indicates that the target students are below proficiency level when compared to the rest of the district. These activities, which are different for each grade cohort, are grade-appropriate and designed to translate to success in the classroom in this key academic subject, thus closing the achievement gap. Each of these activities will be provided for eight weeks, 4-5 times per week, during the school year during Academic Enrichment.

An activity for **Science Help**, which is under **Academic Enrichment**, for **Kindergartners through 2<sup>nd</sup> Grade**, students will participate in **Generation Genius**. Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, and more. The videos are produced in partnership with the National Science Teaching Association and aligned to standards in all 50 states. The outline of the tasks and lessons is analyzing information in K–2 which builds on prior experiences and progresses to collecting, recording, and sharing observations. The usage of observations (firsthand or from media) describes patterns in the natural world to answer scientific questions.

The curriculum resource has lessons featuring vocabulary, DIY activities, quizzes, exit tickets, reading materials, and discussion questions. Students also are asked open-ended questions, to collect feedback on students likes and dislikes related to the videos. Some of the activities include learning how to use patterns to predict the weather, conducting an investigation to describe and classify different kinds of materials by their observable properties, creating models of a specific element's atomic structure including protons, neutrons, and electrons, and conducting experiments to compare the amount of effort (force) needed to move an object with and without the help of a simple machine, and analyzing findings plus explanations in a water cycle modeling activity.

This activity for K-2 Science uses the following Tier Interventions:

- **Tier 1:** Provide purposeful comprehension-building activities to help students make sense of the text. (Frye, 2013)
- **Tier 2:** Use progress monitoring to ensure that math instruction builds on what each child knows (Frye, 2013)
- **Tier 3:** Ask questions that activate students' prior knowledge, focus their attention, and invite them to make predictions before, during, and after reading the text (Kinniburgh, 2009)
- **Tier 3:** Main ideas in the text should be supported with several highly relevant examples (Beishuizen, 2010)
- **Tier 4:** Use communication and collaboration tools to increase interaction among students and between students and instructors. (Dabbagh, 2019)
- **Tier 4:** A study found that Generation Genius has a positive impact on student's attitudes towards science and mastery of science concepts (Michelle Tiu, 2018)

The activity for **Science Help as Academic Enrichment for 3<sup>rd</sup> Grade through 5<sup>th</sup>**

### **Grade is Great Explorations in Math and Science (GEMS) Space Science Sequence.**

GEMS Space Science Sequence is an instructional curriculum for grades 3–5 that covers fundamental concepts, including planetary sizes and distance, the earth's shape and movement, gravity, moon phases, and eclipses. The activity uses the solar system as the focal point for learning. The sequence uses models, hands-on investigations, peer-to-peer discussions, reflection, and informational student readings. Students complete four units, each lasting between four and nine sessions. Each unit builds upon knowledge from previous units and can be used independently or in conjunction with one another for an overall learning progression.

The GEMS Space Science Sequence for grades 3–5 introduces students to fundamental concepts in space science using the solar system as the foundation. Students investigate size and scale relative to distance, the Earth's shape, and gravity, how the Earth moves, and moon phases and eclipses. Some of the project-based inquiry projects include Constellation Creation, Papier-Mache Planets, Solar Ovens, Who Am I? and Solar System Bingo.

The activities in the curriculum target core space science concepts and common misconceptions that students might have about them. Students explore the role of models and evidence in science. Working in small groups, students are encouraged to evaluate alternative

explanations, use evidence to support them, and critique the merits of an explanation. The sequence can be broken down into four units: Unit 1: How Big and How Far?; Unit 2: Earth's Shape and Gravity; Unit 3: How Does the Earth Move?; Unit 4: Moon Phases and Eclipses. Research will be gathered and compared from multiple sources, such as [kids.nationalgeographic.com](http://kids.nationalgeographic.com), [mysteryscience.com](http://mysteryscience.com), and [generationgenius.com](http://generationgenius.com).

This activity for 3-5 Science includes the following Tier Interventions:

- **Tier 1:** Systematic Instruction: Provide systematic instruction during the intervention to develop student understanding of mathematical ideas (Fuchs, 2021)
- **Tier 2:** Ensure that each student reads connected texts every day to support reading accuracy, fluency, and comprehension. (Foorman, 2016)
- **Tier 2:** Incorporates technology that models and fosters self-regulated learning strategies. (Dabbagh, 2019)
- **Tier 3:** This activity has shown to provide a positive impact on Science Achievement. (Granger, 2012)
- **Tier 3:** Main ideas in the text should be supported with several highly relevant examples (Beishuizen, 2010)
- **Tier 3:** Ask questions that activate students' prior knowledge, focus their attention, and invite them to make predictions before, during, and after reading the text (Kinniburgh, 2009)
- **Tier 4:** Provide daily time for students to write (Graham, 2018)

The **Science Help** activity, which is both an **Academic Enrichment** activity and a **STEM** activity, for **6<sup>th</sup> Grade through 8<sup>th</sup> Grade** is **Project-Based Inquiry Science**. Project-Based Inquiry Science is a science curriculum for students in grades 6–8 with approximately 13 independent instructional units, each covering a topic in life science, earth science, or physical science. In each 8- to 10-week unit, teachers first orient students to a “big question” or “big challenge” that frames the unit, such as how to improve air quality in the local community, and then guide students through a series of activities to answer a set of scripted smaller questions on the path to answering the big question (such as “What is air?”, “What are pollutants, and how do they get in the air?”, and “How can air quality be improved?”).

This activity has students learn like Scientists and Engineers and is based on research in the cognitive and learning sciences. The activities were developed through rigorous, iterative, research-based cycles. Science Help integrates science and engineering practices, crosscutting

concepts, and core ideas. The Big Questions and Big Challenges guide instruction and organize learning progressions. Students work in collaborative groups and engage in rigorous science discourse. Science Help has students design investigations, generate data, assess the trustworthiness of their data, make claims, and justify claims with evidence-based explanations. The course also utilizes scientific text investigations and real-world multimedia to engage critical thinking and application.

Some examples of activities include having students solve an engineering problem. In this activity, students are presented with a realistic community scenario and a problem they must address using science and engineering concepts and skills. Students will also address an engineering design challenge where they iteratively design, build and test a device. Another activity includes answering a driving question which has students answer a complex science question about a phenomenon that has real-world implications. Other activities include the Solar Oven and digital interactives.

This activity for 6-8 Science & STEM utilizes the following cross-disciplinary Tier Interventions:

- **Tier 1:** Provide purposeful fluency-building activities to help students read effortlessly. (Vaughn, 2022)
- **Tier 2:** Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information. (Vaughn, 2022)
- **Tier 3:** Main ideas in the text should be supported with several highly relevant examples (Beishuizen, 2010)
- **Tier 4:** Use communication and collaboration tools to increase interaction among students and between students and instructors. (Dabbagh, 2019)

These three activities will be provided to students to meet the needs identified by the Needs Assessment. The school-level data showed that Science proficiency was low among the two target schools. These interventions are designed as **Academic Enrichment** and **STEM** activities to increase performance in school. The overall goal is to provide enrichment which will translate to improved performance and proficiency in quarterly report cards, Florida Statewide Assessments, progress reports, and grade point average in regard to Science.

We will also offer activities designed to provide **Assistance to Truant, Suspended, or Expelled Students**. Both the school-level data and parent/guardian survey responses identified that providing assistance for behavior improvement and increased attendance would benefit the target students as evidenced by suspension reports, chronic absenteeism, and teachers indicating the need for behavior improvement programming (38%). Addressing absenteeism is especially vital as students cannot learn when they are not present.

Research has shown that out-of-school programs that provide individualized instruction, mentoring/tutoring, family engagement, early literacy development, and career and technical education have all been shown to increase **attendance**. (Smink, 2005) These facets all belong to one of three categories that improve attendance: Early Interventions, Basic Core Strategies and, Making the Most of Instruction. According to research conducted by the National Dropout Prevention Center, “just as there is no one answer to dropout prevention, improving attendance and reducing truancy requires a multimodal program...[as] an effective program will use several [strategies].” (Smink, 2005)

One facet of **improved attendance** will be delivered via the adult education sessions where parents will be provided tools and support to promote their child’s success. Parents/guardians will also be informed of their child’s progress daily during pick-up. Through increased engagement by parents/guardians, we hope to see improved student attendance as “research consistently finds that family engagement has a direct, positive effect on children’s achievement and is one of the most accurate predictors of a student’s success in school.” (Smink, 2005)

Another facet of our program will align with research that shows “early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects.” (Smink, 2005) Additionally, our program utilizes several other components that have evidence to increase attendance and thus academic performance. Our program utilizes mentoring which “students report that having a person at school who is checking up on them gives the sense that someone cares and motivates them to

come to school.” (Gonzalez, 2002) We also utilize individualized instruction which “research strongly suggests that schools which have created smaller and/or personalized learning environments have higher attendance and lower dropout rates.” (Railsback, 2004) Finally, it has been found that “high-risk students enrolled in career academies were absent less frequently than their non-academy peers”, which is encouraging as our 21<sup>st</sup> CCLC program will provide college and career competencies to our middle school students. (Stone, 2004) Therefore, all of these overlapping research-based components speak to the strength of our program in improving attendance, in addition to regular involvement and communication between our Site Director and parents/guardians.

To provide **Assistance to Truant, Suspended, or Expelled Students (ATSE)** in **Kindergarten through 1<sup>st</sup> Grade**, we will use the **Early Risers program**. Early Risers is a multi-year prevention program for elementary school children demonstrating early aggressive and disruptive behavior. The intervention model includes two child-focused components and a parent/family component. The Child Skills component is designed to teach skills that enhance children’s emotional and behavioral self-regulation, positive peer relationships, and academic success. The Parent Skills component is delivered in family night group sessions by teaching skills that address positive parent-child relations. These will be offered through six adult sessions per year. The student component will be provided three times per week for 15 weeks during Personal Enrichment time. Activities will focus on students possessing tools that will allow them to constructively express feelings to others (students, teachers, parents, etc.). Students will explore tools to help them with social skills so they are more comfortable and open to various cultures and backgrounds. Students will learn appropriate responses to others who may differ from them socially and emotionally.

The topics will vary from week to week and cover several activities designed to release energy, enhance concentration, be respectful, learn about feelings and stress, and how to

handle difficult situations. The Early Risers program was shown to have the following tier outcomes:

- **Tier 2:** This program was shown to be moderately effective in improving Academic Achievement (August, 2002)
- **Tier 2:** This program was shown to be moderately effective in improving External Behavior (August, 2002)
- **Tier 2:** This program was shown to be moderately effective in improving Social Outcomes. (August, 2002)

To provide **ATSE** activities to **Grades 2<sup>nd</sup> through 3<sup>rd</sup>**, we will use the **Caring School Community** program. Caring School Community™ (CSC) is a modified version of a program formerly known as the Child Development Project. CSC is a multi-year school improvement program that involves all students in grades K–6. The program aims to promote core values, prosocial behavior, and a feeling of community. The program consists of four elements originally developed for the Child Development Project: class meeting lessons, cross-age “buddies” programs, “home side” activities, and schoolwide community. Class lessons provide teachers and students with a forum to get to know one another, discuss issues, identify and solve problems collaboratively, and make a range of decisions that affect classroom life.

Activities will focus on students possessing tools that will allow them to constructively express feelings to others (students, teachers, parents, etc.). Students will explore tools to help them with social skills so they are more comfortable and open to various cultures and backgrounds. Students will learn appropriate responses to others who may differ from them socially and emotionally. This program will be provided three times per week for 15 weeks during Personal Enrichment time.

This program implements the following Tier Interventions:

- **Tier 3:** This activity showed positive effects on Behavior (Ramon, 2007) (Six-District, 2007)

To provide **ATSE** to students in **4<sup>th</sup> Grade through 5<sup>th</sup> Grade**, we will utilize the **Lessons in Character** activity. This activity is designed to promote elementary and middle school students’

knowledge about core character education values and, through that knowledge, shape children's positive behaviors and support academic success. Activities will focus on students possessing tools that will allow them to constructively express feelings to others (students, teachers, parents, etc.). Students will explore tools to help them with social skills so they are more comfortable and open to various cultures and backgrounds. Students will learn appropriate responses to others who may differ from them socially and emotionally. This program will be provided 3-5 times per week for 15 weeks during the school year during Personal Enrichment time.

This program will have different topics every few weeks for students to engage and explore their feelings, expend energy, increase focus, and become mindful of their feelings and the feelings of others.

This activity has been shown to have the following Tier Interventions:

- **Tier 3:** This activity was shown to positively impact Academic Achievement (DeVargas, 1998) (Dietsch, 2005)
- **Tier 3:** This activity was shown to positively impact Knowledge, Attitudes & Values (DeVargas, 1998) (Dietsch, 2005)

To provide **ATSE** to students in **6<sup>th</sup> Grade through 8<sup>th</sup> Grade**, we will utilize the **Positive Action** program. Positive Action, at its core, teaches the philosophy that you feel good about yourself when you do positive actions and there is always a positive way to do everything. It is illustrated by the Thoughts-Actions-Feelings about self-Circle where positive thoughts lead to positive actions, which in turn lead to positive feelings about oneself. It also teaches the positive actions for physical, intellectual, social, and emotional areas—the whole self. It is a Pre-K-12 school-based program that aims to promote good behavior while disrupting problem behaviors, improve academics, and develop social-emotional and character skills while improving mental and physical health and self-concept.

Activities will focus on learning to express themselves through journaling, drawing, cards, and texting, to build lifelong friends and connections to healthy long-lasting friendships. This

activity will be provided 2-3 times per week for 15 weeks during Personal Enrichment time. The focus of topics will be different throughout the course of the program.

This activity utilizes the following Tier Interventions:

- **Tier 3:** This activity was shown to provide positive effects on Academic Achievement (Flay, 2003) (Flay, Positive Action, 2006)
- **Tier 3:** This activity was shown to provide positive effects on Behavior for K-6 (Flay, 2003) (Flay, Positive Action, 2006)

The aforementioned activities will be utilized for ATSE as a way to decrease problem behaviors. Through thoughtful analysis of feelings, how to treat others, expending energy, learning how to be mindful, and appreciating one's self and others, students will engage with a curriculum that meaningfully impacts their behavior. The goal of these activities is to improve behaviors and positive relationships as measured by suspensions and school and Club incident reports.

During the Needs Assessment, both parents and teachers identified that a Fitness Program would be beneficial to the target students. 38% of teachers indicated that their students needed a Fitness Program and 50% indicated that students would want one. Meanwhile, nearly 59% of parents indicated that a Fitness Program was needed. The Sarasota County Community Health Assessment also identified the need for preventative health measures. Students will engage in SMART Moves, which teaches Drug and Violence Prevention and which "Stay SMART alone...showed effects for marijuana-related behavior, cigarette-related behavior, alcohol-related behavior, overall drug-related behavior, and knowledge concerning drug use." (Pierre, 1992) Students will also engage in curricula designed for physical activity and health and nutrition education. According to a meta-analysis of 59 studies, there is "a significant and positive effect of physical activity on children's achievement and cognitive outcomes" which, in addition to being identified in the Needs Assessment, is why we will be implementing Healthy and Active Lifestyles programming as a way to promote overall success and wellbeing. (Fedewa, 2013)

Every student in attendance will have time to participate in supervised, structured health education and physical activity. The activities will differ by age group but all students will increase their education around healthy habits and increase their physical activity during Club hours. Sometimes this will occur through the programming offered by our partner Newtown Connection which operates four two-week long camps throughout the year, twice a week at our NEP site during Personal Enrichment time. Students experience the benefits of an out-of-school baseball program and the fun that is associated with it. However, the program is strategically modeled after the winning template of the Washington Nationals' Youth Baseball Academy Program. All staff are trained in trauma-informed mentorship and instilling character and leadership while students engage in baseball activities that promote not only physical activity and skill-building but nutrition-based education with healthy snacks provided each day.

Healthy and Active Lifestyles will more often be in the form of our **Triple Play** program to provide **Healthy and Active Lifestyle** activities to students in **Kindergarten through 8<sup>th</sup> grade**. This program focuses on the wellness of the mind, body, and soul. This program will be offered 2-3 times a week throughout the year during Personal Enrichment time. Students will learn age-appropriate lessons about healthy habits (mind) such as nutrition education and helping them assess, practice, identify, consider, and recognize health behaviors and messages. For the body component, students will be provided intentional focus on physical literacy: Ability – increasing capability in basic movement skills and overall fitness; Confidence – the knowledge of the ability to play sports or enjoy other physical activities; and Motivation – the intrinsic enthusiasm for physical activity for members to be physically active for life. Lastly, social recreation (soul) will include emphasis on social and emotional development, or the social, cognitive, and behavioral skills that youth need to be healthy and productive. There is an explicit focus on emotional regulation, healthy relationships, and responsible decision-making. This activity will be provided to all grade cohorts and overlaps with **ATSE** activities as well.

Triple Play has been shown to have the following Tier Interventions:

**Tier 4:** This activity was shown to improve knowledge regarding nutrition (Gambone, 2009)

**Tier 4:** This activity was shown to slow or prevent the typical developmental decline in eating healthy foods (Gambone, 2009)

**Tier 4:** Triple Play increases the amount of time youth spend engaged in physical activities and exercise. (Gambone, 2009)

**Tier 4:** Triple Play improves youth's interactions with peers at the Club (Gambone, 2009)

The last component we will address is **Career Competencies and Career Readiness** for middle school students. Research shows that engaging students early in career exploration, career planning, and employable skills increases their success later in life. Therefore, our middle school students, grades 6-8, will receive a College & Career program that will cover many facets for successfully charting their path forward. Students will discover and explore different college and career fields under the guidance of a trained College & Career Specialist. They will also be able to create boards to share their likes and hobbies and how they can align with their interest in college, major, and/or career. This activity will be offered throughout the year, 3-4 times per week, during Personal Enrichment time.

Middle School students will experience unique learning opportunities to explore their options after high school graduation. Students will learn about the college application and admission process, choosing the right college, resume writing, interview skills, SAT/ACT prep, scholarships, financial aid, and more. Middle school students will learn how to take their interests and find careers they align with. They will also be challenged to explore other options beyond their interests to be introduced to as many career pathways as possible. These will occur through activities, workshops, guest speakers, field

Our College & Career Specialist will also meet individually with each middle-school student at least once a quarter during the program and assist in post-secondary exploration, college planning, and workforce development. These sessions will also focus on identifying needs, personal growth and development, educational planning, supporting academic success, and career planning. Group activities will include students learning which careers align with their

future goals to gain a better understanding of the steps they need to take to get there. Topics for group activities will vary by week.

Our Program utilizes the following College & Career Tier Interventions:

- **Tier 3:** Engage and assist students in completing critical steps for college entry (Tierney, 2009)
- **Tier 3:** Increase families' financial awareness and help students apply for financial aid (Tierney, 2009)

**Student Recruitment and Retention** will be pursued through a variety of means. As a responsible organization with decades of results-driven methods and policies, we have holistic recruitment plans to ensure the sufficient participation of qualified students. Elementary-aged students from Emma E. Booker and middle-school students from Booker Middle can be referred to the 21<sup>st</sup> 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 teachers and/or program staff. This will be performed at the beginning of the school year to begin positive results immediately. Parents and/or teachers may also request that their child or student be referred for services throughout the school year and that the student will be accepted pending current capacity. Students who are just beginning their academic journey in 1<sup>st</sup> grade, but coming from financially constrained homes traditionally will be referred into the program as a precaution to ensure they obtain the appropriate reading level by 3<sup>rd</sup> grade, which has been proven to be an essential indicator for success later in their school career. Although face-to-face meetings between the Project Director and teachers are preferred, we understand that school workshops before the start of the school year are a busy time for teachers, so we will also generate an electronic notice to be sent via email. Once school has begun, parents are informed by utilizing the school's typical communications methods including the school website, in-school flyers, teacher conferences, social media, and the Boys & Girls Clubs of Sarasota and DeSoto Counties website.

A press release will be sent to local papers upon awarding of a 21<sup>st</sup> CCLC grant. At least one staff will be bilingual to communicate with Spanish-speaking parents and students. Flyers

will also be available in Spanish to reach English learners. These communications will occur regularly to ensure families are aware of all activities being provided for both student and adult learning opportunities.

**Retention** in the program will be achieved through meaningful and high-quality learning programs that keep students excited and engaged with their academic success and personal enrichment. The learning activities include individualized help, group activities, and project-based learning for students as they provide opportunities for students to have fun and be hands-on as they learn. This will be furthered through tracking of daily attendance as all program participants are required to check in and out as they arrive and leave each day, all of which are stored in the EzReport Tracking System. Any students who begin missing regularly will have their parents contacted to see what can be done to increase attendance. Additionally, our program will maintain open communication with parents and teachers to maintain or increase engagement.

Staff will also maintain continuous in-person interactions with the parents through pick-up at the site. This personal daily pick-up by parents allows them to become familiar with the staff, and for communication to happen on an ongoing basis regarding attendance, performance, and behavior; as well as adult events hosted at the site. These in-person communications allow Club staff to share a highlight or struggle with the Parent/Guardian about their child. This helps boost the role of the program in the Parent/Guardians' eyes as they are regularly informed about the progress of their student and are thus more likely to ensure the child attends.

Retention also comes as a result of both measurable and non-measurable outcomes. Documentable metrics like improved academic success, increased engagement in programs at the Club and school, increased access to nutritious food, as well as fewer missed days all result in parents continuing their child's enrollment. When parents are invested in their child's success, the child is significantly more likely to remain engaged with school. Non-measurable outcomes

include enthusiasm for learning, increased confidence as a result of the program, and an overall better mood due to the benefits gained by participation in the 21<sup>st</sup> CCLC. These latter will not be documented but observed by teachers and staff and will drive their strategies to further engage the students.

In addition, we have partnered with a number of organizations to provide increased impact, diversity of experiences, and well-rounded educational activities. These partners have been strategically selected due to prior engagement with the site, services provided, and the ability to impact our students in key focus areas of improvement. Boys & Girls Clubs of Sarasota and DeSoto Counties will continue to inform the public about the Nita M. Lowey 21<sup>st</sup> CCLC Program, provide open community access to the submitted application, as well as all information regarding the program through various communication channels targeting the students and their families, current and potential program partners and the surrounding community. To distribute information, communication channels will include the program's web page, flyers, press releases, in-person interactions, and digital communication platforms.

The Nita M. Lowey 21<sup>st</sup> 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 will be maintained and updated at least twice a year by the organization's Director of Communications. Notice of the award will be shared on social media, as well as the website. Additionally, information will be disseminated through the target schools to inform teachers and provide another channel of recruitment and retention.

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 21<sup>st</sup> CCLC program webpage, which will be integrated into the existing Boys & Girls Clubs of Sarasota and DeSoto Counties website ([bgcsdc.org](http://bgcsdc.org)) and designed upon notification of funding.

The webpage will launch at least one month before the 2022-2023 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 Director. 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 include, but will not be limited to Press Releases 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 training; Digital information sharing will be achieved via email blasts, phone calls/texts, Boys & Girls Clubs of Sarasota and DeSoto Counties website and the 21<sup>st</sup> 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; Program members will be assigned to review the website and post to social media.

As mentioned, adults and family members will be notified via communications from the Boys & Girls Clubs of Sarasota and DeSoto Counties, as well as their children's school. Children who would benefit from the program will be recommended by their parent/guardian, 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, all parents/guardians will be informed of the adult educational opportunities that provide engagement with the program and learning opportunities for parents and guardians.

## Identification and Selection of Partners

The most significant partnerships are those with the schools we are serving. To provide high-impact programming, collaboration with the schools is key. For both **Emma E. Booker Elementary** and **Booker Middle**, we have received signed partner letters. These partner letters indicate that the schools will provide administrative support by sharing relevant data regarding quarterly grade and attendance reports, as well as behavioral incidents and discipline as needed. This communication between the two schools and our site ensures that the 21<sup>st</sup> CCLC Program experience feels more like a continuation of the students' day that supplements rather than supplants. This is why we have certified teachers on-site who can effectively assist with homework, as well as assist in the same style and method that the teachers at their schools are teaching and requiring. Also, through this formal partnership and collaboration, we maintain a constant line of contact with the two 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 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 needs.

Further support is provided by **Sarasota County Schools**, which is the district for both of our targeted schools. This partnership also provides administrative support for data regarding attendance, referral, suspension, and other data to determine effectiveness and success. This partnership also includes keeping lines of communication open between the regular school day and after-school and summer programs. Other support will be provided as needed to assist in the overall and continuous impact of the program.

Another program partner that we have identified as being crucial to the success of the 21<sup>st</sup> CCLC program is **All Faiths Food Bank**. Our organization and All Faiths Food Bank have a longstanding and extensive partnership for providing snacks and meals to youth in our communities. While the meals provided during our program come from the FL Department of Health Child Care Food Program, the partnership with All Faiths Food Bank provides supplemental food through their backpack program to our Club members and also operates a food assistance site at our Roy McBean Boys & Girls Club in Newtown. Because of the economic demographics of our target population, many face food insecurity and thus rely on the food they receive at the Club. This partnership ensures that Club members are not going hungry.

The **Charles & Margery Barancik Foundation** has an extensive history with our organization as well. Over the years, they have provided crucial programmatic and sustainability funding to our organization. Since the pandemic, they have transitioned their funding from being site- or program-specific to reliable flexible funding. This shift allows our organization to use the funds wherever the need is greatest. Funding provided by the most recent Charles & Margery Barancik Foundation grant award will help offset the costs of expenses not covered by the 21<sup>st</sup> CCLC grant at our Newtown Estates Park Boys & Girls Club. Because of our well-established relationship with the foundation, we know we can rely on funding from them annually to assist in the shortfalls of programmatic expenses.

**Newtown Connection** is one of our most recent partnerships but one which has provided an incredible impact on our Club members. Newtown Connection is a local, nonprofit organization that enriches our slate of programs through academic and health-based programming. Club members, ages 6-12, at our NEP Club participate in sports-based programming that highlights the importance of health, nutrition, physical activity, and strong character. Club members participate in modified games and activities that ensure constant movement to reach physical activity goals with all activities designed to be inclusive for all skill

levels, ages, and abilities. This program is a supplement to our healthy habits programming and one which has proven effective in getting kids excited about sports, health, and nutrition. There is also an academic component that helps prepare Club members for success in school by participating in group academic activities and curriculum. On the days Newtown Connection operates, students receive an extra nutritious snack, provided by Newtown Connection.

Another strong partnership is **Sarasota Police Department**. The Sarasota Police Department participates in a wide range of Club activities that promote relationship-building between officers and students, teach safety, instruct how to avoid drugs and violence, provide career exploration, and even play a variety of sports with our students. All of this helps to provide a comprehensive look into our community and engage students with those charged with keeping them safe. This partnership enriches the lives of our students, promotes their safety and success, creates a sense of engagement with their community, benefits our programs, and promotes positive relationships with law enforcement.

Our partnership with **United Way Suncoast** is a targeted, results-driven partnership to support early literacy programming to ensure grade-level reading by third grade. The significant support provided by United Way Suncoast increases our literacy education for elementary-aged students through quarterly outcome reports. The outcome reports require a more granular level of detail to showcase what obstacles exist for students to overcome while creating a knowledge base of organizations to share best practices to overcome those obstacles. We also track the overall efficacy of the program with the targeted results that help our younger students attain on-time grade-level benchmarks in literacy and increase proficiency in English/Language Arts.

Other partnerships include our agreement with **Sarasota County Parks, Recreation and Natural Resources**. We have a facility use agreement in which we must comply with certain standards as they own the property and maintain the grounds. Because entering into this type of partnership utilizes pre-existing resources rather than raising funds to build our facility, this partnership set a model for our organization. Therefore, to reduce redundancies, utilize

existing space, reduce organizational costs, and partner with local government, which increases our exposure and highlights our impact, we look for these types of partnerships. This saves crucial time, effort, and money, all of which can be dedicated instead to the sustainability of our programs.

### **Section 8: Recruiting and Retaining High-Quality Staff**

Our organization's most critical asset that makes the most meaningful impression and impact on 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. As an organization, our goal is to empower children and teens to achieve their full potential by providing them with life-changing opportunities to discover their greatness within and explore pathways to a successful future. This goal is embedded within our organization's management philosophy in which our leadership team strives to enable all staff members to thrive in their positions. This is done by entrusting staff with key duties, encouraging everyone to share their voices and opinions, providing training opportunities for professional development, recognizing staff's outstanding accomplishments, celebrating organizational wins as a team, and promoting staff to new roles that align with their own professional goals. This environment has fostered a sense of belonging that feels like an extended family. Our company's culture reflects our philosophy that when we all feel empowered, we can achieve greatness.

Club staff is recruited in a variety of ways including job fairs, word-of-mouth, and referral. Our organization partners with local colleges and Chambers of Commerce to engage potential candidates through in-person and virtual job fairs. We also post job openings online through our website and online employment search engines such as Monster, Indeed, and the State's Federal job board – Employ Florida. 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. Ensuring the safety of children is fundamental to our mission, so we take many actions during the hiring process of our Club staff. All new hires and returning staff complete the same level of screening, regardless of the position.

Once a candidate has been selected, an offer is issued contingent on the candidate passing several checks. The candidate is required to pass a 5-panel drug test and is submitted to a Level 2 background check. This fingerprint-based background check goes through the Department of Children and Families (DCF) and the FL Department of Law Enforcement (FDLE). The Department of Children and Families utilizes the Background Screening Clearinghouse required by 21<sup>st</sup> CCLC. Through these background checks, we are immediately informed if a candidate is ineligible to work with children. This background check is renewed every five years. Our organization also completes reference checks and the candidate must sign DCF's Affidavit of Good Moral Character and Child Care Attestation forms. We conduct a National criminal search which includes sex offender registries, the terrorist watch list, and a Social Security trace. Our organization runs a Level I background check for all active employees on their anniversary month of beginning work. This includes a National criminal search. Additionally, all program staff will be CPR Certified.

The 21<sup>st</sup> CCLC Program **Staffing Structure** will include one (1) **Project Director**, who will be responsible for complete oversight of the 21<sup>st</sup> Nita M. Lowey CCLC Program. The Project Director is required to have a Bachelor's Degree and a minimum of five years' work experience. However, our Project Director has a Master's Degree in Human & Social Services, CPR Certified, Member of the BGC Academy of Professionals, a Tier II BGCA Trainer PMP Certified, and has 20+ years of Boys & Girls Clubs experience. The Project Director is a full-time position and will recruit, hire, train and monitor the staff members for the program. The Project Director will maintain open communication with parents, staff members, the Program Team, and outside agencies. The Project Director will assist staff members with academic plans, research, and

planning educational field trips. The Project Director will also ensure the building and equipment is safe for student use in partnership with the Parks, Recreation & Natural Resources Department and our organization's Director of Child Safety & Facilities. She will also oversee marketing for the program to the community to ensure all channels are being utilized. She will be the central liaison between the program, the two target schools, and the general community. She will maintain, increase and solicit partnerships in the community to support the sustainability of the program and communicate all partnerships back to organizational leadership.

She will also be tasked with ensuring all grant strategies are implemented according to indicated timelines, methods, and measures by identified persons. The Project Director was involved with assembling the Program Team and with the application and program design. In addition to recruiting volunteers to the program, she will evaluate and review the program to extrapolate pertinent information and provide required reporting to the Nita M. Lowey 21<sup>st</sup> CCLC. She will attend local and state workshops and any meetings pertaining to 21<sup>st</sup> Century programs. She will ensure all State and Federal guidelines are maintained. She will also organize and schedule the two annual Program Team meetings and be in attendance. If a significant program issue should occur, it will be reported to the Program Team by the Project Director. The Project Director will be the direct liaison for the Program Team.

There will also be one (1) **Site Director** who will oversee, guide, and supervise teachers and enrichment staff. The Site Director position requires a Bachelor's Degree or equivalent experience, CPR Certification and five years' work experience. The Site Director is a full-time position and will report directly to the Project Director to ensure the program is implemented with fidelity. The Site Director will guide, support, and supervise all programs to ensure staff are executing their schedules, verify that the curriculum aligns with the program design outlined in this application, and conduct follow-up meetings with teachers and parents to answer questions and check-in with progress. The Site Director will be the main point of contact for parents and

families and will relay any pertinent information to the Project Director. The Site Director will also assist in providing on-site training, assist with student guidance, provide program monitoring and report on all actively participating program students. Upon awarding of the grant, the Site Director will receive guidance from the Project Director, as well as meetings bi-weekly, to ensure the program is being administered as proposed. The Site Director will also coordinate parent events and student enrichment activities with the contracted agents, teachers, and facility. The Site Director will be the direct point of contact for the community, parents, and teachers with all pertinent communications being shared with the Project Director. The Site Director will also share the Adult Enrichment Events with parents/guardians, in addition to the print and digital communications for those events. The Site Director will relay any feedback immediately to the Project Director regarding strengths, gaps or issues with either the program, the students, staff or partners. Having the Site Director be the direct point of contact for all direct services and program implementation while having regular open communication with the Project Director will ensure the program is implemented with fidelity.

The program will also have one (1) **Program Director**. The Program Director position requires a Bachelor's Degree or equivalent experience, CPR Certification and work experience in a Boys & Girls Club or a similar agency. The Program Director is a full-time position and will provide direct assistance to the Site Director. The Program Director will assist the Site Director by working closely with teachers and enrichment staff in executing their schedules. Both the Site Director and Program Director will meet with staff at the beginning of each week to go over the activities and curriculum for the week ahead to ensure the activities being offered are in line with the activities and focus areas listed in this application. The Program Director will also conduct follow-up meetings with teachers and parents to answer questions, discuss interventions to increase child and parent/guardian engagement and check in with progress, highlights and struggles. Duties will also include assisting with student enrollment, including intake of demographic information as well as membership enrollment. Other responsibilities include

submitting deliverables, reports, and attendance on all actively participating students. The Program Director will observe the programs and activities to ensure proper execution. The Site Director will be the direct point of contact to ensure all curricula align with the program design and the Program Director will assist with this while being the direct contact for ensuring they are executed faithfully. They will also assist in coordinating and facilitating parent events and student enrichment activities with the contracted agents, teachers, and facility. The Site Director and Program Director will meet bi-weekly to ensure that the program design is being delivered and executed with fidelity.

For both School Year and Summer Programs, six (6) **Certified Elementary/Middle School Teachers**, will provide academic enrichment activities and curriculum. All teachers will have their Bachelor of Arts in Education or related field, CPR Certification and have a current FL Teaching Certificate. The ratio of teachers to students will never exceed 1:10. This will ensure that students have the opportunity to receive the individualized attention they need to increase academic proficiency and performance in key areas identified in the Needs Assessment and more. The FL Certified Teachers will oversee all Academic Enrichment activities such as homework help, ELA, Math and Science interventions, and activities designed to improve GPA and FSA. The FL Certified Teachers will be assigned to the age levels that align with their expertise and skill set. Teachers will be responsible for delivering academic support according to program design and guidelines.

The teachers will receive orientation at the start of each program period for the overall goals, activities, and program implementation, as well as meeting with the Site Director and Program Director at the start of each week to discuss activities. The orientation will be four hours of orientation and professional development on the program design, strategies, and goals. There will also be an end-of-the-year training for school-year review and orientation for the Summer Program, which will also be four hours. Other training will be provided as needed. The teachers will also provide support during parent/guardian events. They will be tasked with

preparing weekly reports for the Site Director as to the progression of each student, as well as taking attendance daily. They will create a culture of learning with student-centered, hands-on experiences and interventions. They will be briefed during orientation about grant deliverables, with reminders at the weekly staff meetings, to ensure deliverables are met and accurate. With direct reporting to the Site Director, regular check-ins, and open and frequent communication with the Program Director, this will ensure that the teachers providing the academic enrichment do so with fidelity.

The program site will also have six (6) total **Elementary/Middle School Enrichment Paraprofessionals**. The requirements for this position are that an associate degree is preferred and that each candidate should have at least one-year minimum experience volunteering or working with children. All Paraprofessionals will be CPR Certified. The ratio of Paraprofessionals will not exceed a ratio of 1:20 for Staff to Students. The Paraprofessionals will report directly to the Site Director and will report any concerns, highlights, issues, or pertinent feedback immediately to ensure proper interventions are enacted. The Paraprofessional's duties will be the daily delivery of Personal Enrichment activities. This includes activities around Digital Literacy, Healthy Habits, Cultural Programs, Drug & Violence Prevention, and Well-Rounded Activities. Enrichment Paraprofessionals will be offered a four-hour orientation at the beginning of the year for both program instruction and professional development. They will also be offered a four-hour training at the end of the year. Other training will be provided as needed. With direct reporting to the Site Director, regular check-ins, and open and frequent communication with the Site Director and Program Director, this will ensure Paraprofessionals will provide enrichment activities and curriculum with fidelity.

This program will also utilize one (1) **College & Career Specialist**. This position requires a Bachelor's Degree and CPR Certification. Three years' work experience in a Boys & Girls Club or similar organization is preferred. The College & Career Specialist will report directly to the Program Director and Site Director and be on-site every day of operation. This

specialist will coordinate weekly workshops and guest speakers to help middle-school students and parents understand the importance of setting a foundation for college & career readiness and opportunities. This position will facilitate the weekly curriculum for our middle school students to help them explore career options and understand the various pathways and requirements for a number of careers. They will also plan, organize and implement special events to expose students to a variety of educational and occupational pathways. The College & Career Specialist will work with school administrators and staff, local agencies, governmental bodies, businesses, and partners to foster coordination of services and diversity of experiences.

The Specialist will review grades to provide meaningful interventions to students to ensure their options are as limitless as possible for college and career opportunities and interests. Any areas of concern for any students will immediately be reported to the Program Director to ensure that interventions occur. They will develop, enhance, and assess curricula that meet programmatic and organizational goals and design to ensure progress towards objectives. The Specialist will oversee Personal Enrichment activities for middle-school students related to College & Career programming.

**Professional Development** consists of an interactive Boys & Girls Clubs of America training program on BGCA.net. All employees are required to complete Sexual Abuse Awareness training, as well as Recognizing and Reporting Suspected Child Abuse training. Employees who provide direct services to children are required to complete additional training, including Child Safety at Boys & Girls Clubs, Developmental Characteristics of Youth, Providing Informal Guidance & Discipline Techniques, Staff to Youth Interactions, and Duty to Report: Mandated Reporter. These pieces of training improve understanding of our organization, set strict guidelines for child safety and reporting, and improve staff competency in emotional responsivity to students, promotion of a positive culture, and being role models and mentors to youth. When staff are approachable, accessible, and supportive, students are more likely to create an affinity to the experience, the staff and maintain or increase engagement.

Full-time staff also participate in 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. They gain a more robust understanding of each Club, their staff, and the programs and services offered, and how they are enacted. We also implement orientations and professional development at the start of each program which will cover program practices, goals, objectives, and strategies.

All part-time staff will be offered four hours at both the beginning and end of each school year program for both training and professional development. These trainings will cover the program design, objectives, deliverables, and summaries of pertinent sections of the application. Any additional recommendations and feedback provided by the Program Team will be shared at the training. Best practices, discussions of tiered interventions, and lines of communication and reporting will also be addressed to ensure the team is well equipped and engaged to provide maximum benefit to the students. This will help ensure the program design, objectives and proposals are clear to everyone and are implemented with fidelity at every level.

We have also implemented the Leadership Academy, which provides a pipeline for four-to-six part-time staff each year to become leaders at their respective Clubs, with the opportunity to turn their job into full-time careers. The Leadership Academy is designed to train and develop quality part-time employees in many areas including operations, fundraising, safety, and programming. Academy participants gain a well-rounded understanding of our operations and how every duty and department intersect to provide high-quality programming for local youth. Participants also receive intensive leadership training, complete numerous hours of job shadowing at each of our six Club sites and are then required to implement their new skills by developing and overseeing a short-term Club program. Once participants graduate, they become part of our session planning and hold a leadership role within their respective Clubs, with opportunities for upward advancement. Furthermore, 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 staff attend at least one of the Spring and Fall Technical Trainings hosted by 21<sup>st</sup> Century. We will have two programmatic staff, one project manager, and one fiscal representative attend. Beyond that, we have our internal professional development training which includes 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 professional development a priority which is why we inform program staff of any upcoming conferences or online trainings available that would be beneficial for their duties and growth. We know that providing these opportunities increases staff retention and we are committed to securing talented individuals. Due to the importance, we place on professional development, the Boys & Girls Clubs of Sarasota and DeSoto Counties cover any associated costs.

### **Section 9: Implementing with Fidelity**

The Project Director will be the main contact who will oversee all elements of the program. The Project Director reports directly to our Vice President of Operations and will share any relevant information regularly through an open line of communication. Executive staff will be briefed monthly and provided updates on the implementation and progress of the program. This ensures that the Project Director is accountable and that all oversight and implementation are done with fidelity. Organizational leadership ensures that the program is delivered consistently with the times and frequency shared in our Site Profile. In reports to the Executive Staff, the Project Director will share the number of dates of operation for the program. Our Project Director has over 20 years of experience with the organization and has overseen multiple 21<sup>st</sup> CCLC programs in her career. Her experience will be a significant asset to the program to ensure the program is implemented as designed, objectives and deliverables are met, communication remains open and any improvements made are implemented with fidelity.

The lines of communication and reporting will also ensure that this program is implemented with fidelity. The Program Team and Project Director will meet twice a year to discuss the program and suggest improvements and feedback. The Program Team will be contacted throughout the year in regards to updates on the deliverables of the program so that they can track its progress towards objectives. The Program Team and the Project Director have been engaged with every section of this application and have the final review before it was submitted. This provides the opportunity for our team who do not directly provide services to remain knowledgeable and engaged. Each member of the Program Team has also received the final version of the application to be used as a reference throughout the program. The Project Director will report deliverables to the Program Team ahead of the bi-annual meetings. The Project Director will also report any findings shared by the Site Director with the Program Team.

Furthermore, the Program Team will be kept in contact throughout the year regarding the program. This will include updates, highlights, and other areas of interest. The Program Team will also receive reports twice a year as to the progress towards outcomes, including feedback from adult sessions and results from the surveys submitted to parents and teachers at the end of the school year. These will all help keep the Program Team informed through pertinent data so they can make informed recommendations as to the improvement of the 21<sup>st</sup> CCLC program.

The Project Director brings her extensive experience and will have a meeting with the Site Director and Program Director immediately upon awarding of this grant. During this meeting, the application will be meticulously covered, point by point, to ensure that the Site and Program Directors, who oversee the direct facilitation of the program, are knowledgeable about every component. The needs assessment will be reviewed again to ensure the critical needs of this population are clear and addressed. The objectives will also be meticulously covered, as will the activities and tiered interventions. We have created Activity sheets for each of the proposed activities submitted in this application that will be kept on-site, in addition to at least

one copy of the application. This will serve as a direct reference for any staff to use throughout the program. These Activity Sheets also include the tiered interventions for each so that they may be referenced. The Site and Program Director will meet bi-weekly with the Project Director to discuss previous activities and discuss upcoming activities, in addition to discussing the performance of teachers and paraprofessionals. This open line of communication and direct reference of the application will ensure the program implements and maintains all curriculum, activities, deliverables, and trainings with fidelity.

The Project Director will also work with our Director of Human Resources to ensure that our staffing plan is implemented with fidelity. Our Director of HR will be provided a copy of the application to ensure we meet the staffing requirements listed. Any staffing concerns provided by the program staff or from HR will be disclosed to the Project Director to be shared with Executive Leadership immediately. This will ensure that all program staffing requirements are maintained.

We will also have four staff attend at least one of the annual Fall and/or Spring Technical trainings hosted by 21<sup>st</sup> Century. The staff attending will include two program staff, one project manager, and a member of our Finance team who works with the 21<sup>st</sup> CCLC funding. These trainings will provide technical assistance, professional development, and further context for the program. These will help ensure the program is implemented with fidelity by receiving instruction directly from 21<sup>st</sup> Century.

This Site Director and Program Director will also meet regularly with teachers and paraprofessionals. Two trainings will be held each year that will provide four hours of training, orientation, and professional development. During these trainings, staff will be provided copies of the application, as well as links to the 21<sup>st</sup> CCLC website to reference as needed. Included in the application will be all relevant attachments, such as Site Profile and Staff will also be directed to the WWC website to reference as needed. During trainings, tiered interventions will be discussed and staff will be asked to utilize these throughout the delivery of the program. The

needs assessment, intent of the program, objectives, deliverables, and design will be shared during these trainings. The Site Director and Program Director will also hold weekly meetings with part-time staff to discuss upcoming activities for the week to ensure they align with this application. The Site Director and Program Director will ensure that all staff clearly understand the program design, the activities and their intent, the deliverables, and outcomes. Both the Site and Program Directors will directly report any issues or highlights relating to the staff or the program to the Project Director.

All families of students served will also be provided links to the 21<sup>st</sup> CCLC website where they can access the application. This will allow parents/guardians to see the application. While this will not be built into our strategy, it will provide an additional avenue of accountability.

**Evaluation Plan:** This 21<sup>st</sup> 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, the Program Team will share ideas, best practices, needs, and adjustments to the program delivery to best meet the needs of students. The immediate and individualized feedback provided by the Program Team is particularly important for the implementation of this 21<sup>st</sup> CCLC model to help guide and ensure the highest impact for each student. 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 the change in student's actions, attitudes, knowledge, and performance.

**Outcomes** for this program include 12 different measurements across six different categories. These six categories include **English/Language Arts, Mathematics, Grade Point Average, Dropout Prevention, and Behavior and Engagement/Safe and Supportive Relationships**. These outcomes are the same across both Elementary and Middle-School students.

**English Language Arts (ELA)** outcomes include the following:

- 75% of students will show gains in ELA performance in the Florida Statewide Assessment from the previous year.
- 75% of students will show gains in ELA on an evidence-based progress report if provided by the teacher.
- 75% of students will show improvement in ELA in quarterly report cards.

**Mathematics** outcomes include the following:

- 75% of students will show gains in Math performance on the Florida Statewide Assessment from the previous year
- 75% of students will show gains in Math on an evidence-based progress report if provided by the teacher.
- 75% of students will show improvement in Math on quarterly report cards.

**Grade Point Average (GPA)** outcome will be the following measure:

- 75% of students will improve their cumulative unweighted GPA by at least 0.1 points annually.

**Dropout Prevention** outcomes will be the following measure:

- 75% of students will demonstrate an improved attendance rate in the current school year compared to the previous year.

**Behavior** outcomes will include the following measures:

- 75% of students will improve their behavior annually based on in-school suspensions.

- 75% of students will improve their behavior as measured annually by behavior referrals.

**Engagement/Safe and Supportive Relationships** outcomes will be tracked using the following measures:

- 75% of students will increase their safe and supportive relationships with peers and adults annually as evidenced by behavior and suspension reports.
- 75% of students will increase their engagement in school annually as evidenced by attendance, behavior and suspension reports.

**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. Data collection will include: (1) Average daily attendance and student enrollment (**Monthly**); (2) State Standardized Assessments in ELA/Reading, Math, and Science (**Annual**); (3) School Grades in ELA, Math, and Science (**Quarterly**); (4) Progress Reports, if provided by teachers, in ELA, Math, and Science (**Quarterly**) (5) Student attendance records during the regular school day (**absences/tardiness**) (**Quarterly**); (6) Behavioral and Discipline Data on Students (**Quarterly**); (11) Attendance logs from parent events (**By event**).

**Examining Impact:** The Program Team will meet twice a year for program review. The Program Team will be asked to bring a copy of the application to each meeting to ensure the program is being implemented as proposed. While the two meetings a year will be where the Program Team makes recommendations for program improvement, the Project Director will engage with the Program Team throughout the year through emails and events to ensure continuous engagement. The Program Team will also be invited to all organizational events and adult events.

The first reporting period provided to the Program Team will cover the Summer Program as well as the beginning of the school year through the end of the second quarter. All data collected will be compiled into reports following the completion of the second quarter of the school year. This report will be completed and distributed to the Program Team no later than February 28<sup>th</sup> of each year of funding. The Program Team will meet in March of each year to discuss the findings in the report. The Project Director will be in attendance to answer any questions. The Program Team will be provided the following data for the Summer and mid-year report: average daily attendance and student enrollment; school grades in ELA, Math, and Science; Progress Reports in ELA, Math, and Science if teachers provide them as they are not required to; Student attendance records at their school; Behavioral and Discipline Data on students; and attendance logs and feedback from parent/guardian events.

The Program Team will discuss the data and ask questions of the Project Director regarding the activities provided during the relevant period and any other component deemed necessary or of interest. The Program Team will then be asked for recommendations for improvement. The Program Team will be asked to provide as detailed a recommendation as possible, including a timeline of when to be implemented, to ensure it can be implemented with fidelity. All recommendations will also be shared with organizational leadership, including our President/CEO, Vice President of Operations, Vice President for Advancement, Vice President of Finance, and our Senior Vice President of Strategic Initiatives to ensure communication and transparency at all levels.

The second reporting period will cover the second half of the school year. All data collected will be compiled into a report after receiving and entering all school data into the EZReport system. The Project Director will compile the following information across the entirety of the school year: Average daily attendance and student enrollment; State Standardized Assessments in ELA/Reading, Math, and Science; School Grades in ELA, Math, and Science;

Progress Reports, if provided by teachers, in ELA, Math, and Science; Student attendance records during the regular school day; Behavioral and Discipline Data on Students; Attendance logs and feedback from parent events; and feedback from that year's survey of teachers and parents.

As mentioned in a previous section, we will send out surveys to teachers and parents/guardians at the end of each school year. These surveys will include questions regarding what programs and services they would like to see in our out-of-school program. The surveys will also include questions regarding the impact, benefits, and deficits in the current program. Teachers and Parents/Guardians will be asked if they are satisfied, very satisfied, not sure, unsatisfied, or very unsatisfied with the following components: the program as a whole; the benefit of the program; homework completion; academic performance; getting along with others; improved attendance; improved behavior; improved health & wellness; and improved college & career planning (for middle school only). Finally, we will leave an open-ended question asking for any areas of improvement, areas of success, and any relevant feedback they see as necessary. The results of these surveys will be part of the second reporting period and included in the report provided to the Program Team.

This data will be shared with the Program Team no later than July 31<sup>st</sup> of each year. In August, prior to the program start date, the Program Team will meet to discuss the findings in the report and any other facets of the program. The Project Director will be in attendance to answer any questions. Following the meeting, the Program Team will be asked to provide a detailed list of recommendations for program improvement. However, if the Program Team requires an extension for this list, that will be discussed with the Project Director and organizational leadership. The list of suggestions should also include timelines for implementation. Once the Project Director receives the feedback from the Program Team, the

recommendations will be shared with organizational leadership, the Site Director, and Program Director. The recommendations will be implemented as indicated.

If a program is deemed ineffective by the Program Team, the Project Director will oversee the revision or elimination of the program. This will occur in three steps. The first step will be communicating the recommendations and the reasons for them to the direct service Directors. The Project Director will coordinate a meeting with the Site Director and Program Director regarding the recommendations. These three will be in charge of creating a plan to adapt, revise or eliminate the identified program(s) while ensuring a smooth transition. The Site Director will be tasked with communicating this plan to the program Teachers and Paraprofessionals. Program Teachers and Paraprofessionals will also receive copies of the recommendations to ensure everyone is understanding the intention and reasoning behind the change.

The second step of this process will be implementing the necessary changes and ensuring that they are implemented within the timeline recommended by the Program Team. The implementation plan will begin with the direct service staff and overseen by the Site Director. The Site Director will ensure that the recommendations are being implemented with fidelity each day. The Site Director will also be tasked with reminding Teachers and Paraprofessionals of the changes in the short term during their weekly meetings following the recommendations being made.

The third step will be assessing the applicability of the recommendations and how well and easily they are being implemented. The Site Director will also document any struggles that are being experienced in the changes taking place, whether they are struggles by staff or by students. The Site Director will share these issues with the Project Director. Any issues that are

deemed significant will be shared with the Program Team for them to reconsider the issue at hand and potentially edit the original recommendation.

Because our Program Team has such extensive knowledge of creating, implementing, and overseeing successful educational programs, we are confident that their assessments will be comprehensive and accessible. Furthermore, time will be left available during each of the Program Team's meetings to discuss the improvements implemented since the previous meeting and if they are making the intended impact. This will ensure that recommendations are continuously evaluated and the Program Team has the most updated information.

**Use and Dissemination of Program Team Results:** Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Conferences will be held with Project Director, Site Director, Program Director, 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 and recommendations will be utilized by the Site Director and Program Director during program meetings to help tailor program offerings to the needs and progress of individual students.

### **Section 11: Plan for Sustainability**

We will not wait for the award period to end to begin enacting a plan to secure the necessary funding to ensure sustainability at NEP. Instead, it will remain an organizational priority to ensure that we are leveraging support through as many channels and partnerships as necessary to build a reserve that will be specifically designated for operations at NEP. The goal will be to secure at least \$375,000 a year through grants, corporate and foundation support, individual contributions, and special events. We will track our progress through our financial records and donor database through funding earmarked for our NEP Club. These funds will be included in financial reports to the Board of Directors and Program Team. The explicit need to find funding to secure this location will be conveyed. Organizational leadership will convey that

NEP is operating under Federal support but that a plan is necessary to secure local and non-local support for continued viability.

Our strategic plan for sustainability at this site includes actionable steps for each of the four years of funding. During the first year, we will increase communications regarding the NEP site and its programs. This is intended to raise the visibility and awareness of our programs, services, and impact for this location. The second year will be mobilizing the Board through their personal investments and outside relationships. Our Board is required to bring at least five prospects per year for a tour and we will indicate to them that the NEP site needs a sustainability fund. The third year will be leveraging the strength of our Program Team and our community partners. By the third year, we will have two years of 21<sup>st</sup> CCCLC programming and the progress towards goals to share. With two years of program benchmarks and data, we can leverage our impact towards support that will ensure sustained impact. The fourth year, after having raised visibility, mobilized the Board, and leveraged our impact and partnerships to secure critical funding, we will aggressively pursue further funding through solicitations and grant proposals submitted specifically for NEP. We will also utilize the data and benchmarks we are tracking for the program and share them as part of solicitation efforts to convey the impact.

We will track several progress indicators to reach this goal. The first will be the number of prospects that are brought to our organization through the Board, Program Team, or community partners. As every prospect is an opportunity to increase support at NEP, this is a significant indicator. The second indicator will be tracking the number of solicitations in the form of in-person asks and grant proposals submitted explicitly for NEP. The third indicator will be the actual dollars that are brought in which are restricted to our NEP site. These will come from direct solicitations, grants, partnerships, and any special event revenue. The goal will be to raise at least \$375,000 per year for the site and progress will be tracked through monthly financial statements presented by our Vice President of Finance.

During the first year, we will increase the focus and visibility of our NEP site. This will occur through the promotion of the 21<sup>st</sup> CCLC award and will continue through flyers, social media, and organizational events. Our goal is to increase not only our base of donors but to draw increased focus to our NEP site to ensure its viability after funding ends. Before we can solicit funds, people need to be made aware of not only our services but of the strength of the 21<sup>st</sup> CCLC programming. This will occur through various channels and in person. Our Advancement Team, which includes our Marketing & Communications, will take the lead, as well as our President/CEO and departmental Vice Presidents.

The second year will be mobilizing our Board of Directors. The Board of Directors at the Boys & Girls Clubs of Sarasota and DeSoto Counties will play a significant role in the sustainability of NEP. The Board brings extensive leadership experience in financial sustainability, nonprofit governance, corporate compliance, and executive management to ensure children who need our services the most have a place to learn and grow while engaging in educational, developmental, and recreational programs designed to help them achieve their full potential as productive, caring, responsible citizens. The Board supports the work of the Boys & Girls Clubs of Sarasota and DeSoto Counties and provides mission-based leadership and strategic governance. Board members consider our philanthropic priorities and make personal or seek outside annual gifts that fund particular priority areas. We will indicate the need of securing and leveraging support to maintain our NEP site after funding has ended.

Each Board member assists in reaching our financial goals by securing a minimum of \$15,000 each year for the operations of our organization by attending and supporting special events and fundraising activities, inviting at least 5 new prospects annually for a Club tour, and introducing others to our mission who can make a significant gift. Within the last year, 100 percent of our Board made or secured a monetary or in-kind contribution to the organization. Furthermore, each member of our Board is responsible for actively serving on a committee, acting as a goodwill ambassador to informally educate prospects regarding our mission; acting

as a liaison to access resources and collaboration, making personal financial contributions, and participating in various special events. Other responsibilities of the Board include serving as trusted advisors to the President/CEO in the development, implementation, and execution of our strategic plan; approving annual budgets, audit reports, and material business decisions; contributing to an annual performance evaluation of the President/CEO, and assisting the President/CEO and the Board Chair in identifying and recruiting other Board members who can make significant contributions to the organization. We will mobilize our Board to make introductions, invite guests or clients on tours and engage potential partners who could provide sustained support specifically for our NEP Club.

The third year will include insight from our Program Team and leveraging local partnerships. Because our Program Team is made up of several local leaders who are highly connected to what is happening in the community, we will ask for their insight in identifying funds for sustainability. We will also leverage community partners by sharing our outcomes of the 21<sup>st</sup> CCLC program with them to increase their support or to draw in new support. We will convey the necessity of securing funds for NEP and the importance of creating a reserve specifically for this site when funding runs out. With two years of program impact underfoot, we will utilize the progress made towards objectives to bring in additional funding.

We ensure we have diversified funding sources and leverage non-local dollars to bring funding into Sarasota County through a strategic fundraising initiative. We have been operating the Newtown Estates Park Boys & Girls Club since 2015 and it consistently operates at or near capacity. We are committed to ensuring that families in this area have access to high-yield youth development programs. The Needs Assessment identified that there are few other options outside of our Club and that is why we will do whatever it takes to ensure we continue providing resources for students to reach their full potential with improved academic success, healthy habits, behavior, and pathways to a successful future.

For the fourth year, the sustainability plan is to secure financial resources which will enable the organization to meet current and projected needs at the site. The organization will institute new and innovative campaigns through marketing efforts, donor solicitation, special events, and planned giving that will ensure the viability of our NEP site. All marketing and solicitation efforts include invitations to come on Club tours and our NEP site will be included among those tours. We will guide prospective donors and partners toward this site and indicate the need for a reserve that will provide sustained support specifically for NEP.

We will aggressively cultivate new donors and contributions to generate support for short and long-term needs. We will work to raise awareness in our community, motivate key donor audiences and provide key contributors with opportunities to donate. We will target a diverse group of donors, including, but not limited to, private and corporate foundations, civic clubs, businesses, and individuals. We will also pursue state and federal funding opportunities, when available, by researching possibilities and maintaining communication with elected officials so we can remain informed of funding opportunities. Our goal is to expand the core of sustaining contributions for NEP while cultivating new donors and partners to ensure the sustainability of the program. This plan will increase outside investment in our Club members and programs, which will, in turn, provide a reliable source of annual income to leverage and bring in further support for our NEP site.

In addition to soliciting funds, agency staff and volunteers, including our President/CEO, Board of Directors, Advancement team, and our Club Directors, advocate on behalf of the Clubs to strengthen our organization's opportunities to enhance our programs and services. Examples include community advocacy using communication through direct mail, press releases, social media, newsletters, and advertisements to raise awareness for our Clubs, and legislative advocacy, through dues to the Florida Alliance of Boys & Girls Clubs, to influence legislation on the local, state and national levels through testimonials, writing letters to legislators and lobbying. Our President/CEO frequently communicates with elected officials to report agency

updates and educate them on agency needs to fulfill gaps in services. Going forward, the sustainability of our NEP site will be identified as an organizational priority. We also invite community leaders, including legislators, to our Clubs to tour our facilities and attend special events to learn more about our impact; as well as opportunities for our Club members to engage and hear from local leaders in various programmatic capacities. We will utilize our advocacy pathways to find and pursue funding or partnerships that could ensure sustained impact at NEP.