



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: BGC Northeast FL

Project Number: 16N-2443B-3P006

Program Name: Orange Park Junior High School Project STEAM Extreme

Section 1: Project Abstract/Summary

Boys & Girls Clubs of Northeast Florida operates the Project STEAM Extreme Program at Orange Park Junior High School located at 1500 Gano Avenue, Orange Park, FL 32073. 110 students are provided afterschool programming from 3:55 p.m. – 6:15 p.m. plus early release days five days a week for 172 days: August 15, 2022, through May 19, 2023. 110 students are provided summer programming from 9:00 a.m. – 5:00 p.m. five days a week for 28 days: June 12, 2023, through July 21, 2023. Academic and Enrichment programs include Science, Technology, Engineering, Arts, Math (STEAM) plus Health, Wellness, Nutrition and Character Building.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	4-5	August 2016 - Present
Federal Funding	4-5	October 2014 - Present
Other Types	10+	August 2000 - Present

Boys & Girls Clubs of Northeast Florida has extensive experience in providing expanded learning opportunities via the following federal and state agencies:

FEDERAL FUNDING: FDOH Child Care Food Program
Afterschool Suppers and Snacks
January 2017 – Present

FEDERAL FUNDING: USDA Summer BreakSpot - FDACS
Summer Suppers and Snacks
June 2018 – Present



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FEDERAL FUNDING: US Housing and Urban Development
Community Development Block Grants
Afterschool Programming
October 2017 – Present

FEDERAL FUNDING: USDA Agricultural Marketing Service
Mobile Garden Bus – Student Internships
October 2018 – Present

Department of Juvenile Justice
Afterschool Programs – Preventing Truancy
August 2014 – Present

Section 4: Building Your Program Team

Orange Park Junior High School – Project STEAM Extreme’s

PROGRAM TEAM RATIONALE

The Program Team has been involved in all stages of the 21st CCLC application process including engagement of stakeholders, the determination and assessment of program needs, the implementation of activities.

The Program Team meets 2-3 times annually to review the design and implementation of academic and project-based activities in the afterschool program. In addition, the Program Team will guide in the evaluation of the program data to refine and inform new activities and strategies and to assist with the planning for sustainability when the program ends. Boys & Girls Clubs of Northeast Florida’s (BGCNF’s) Director of Grand Administration of Academic and Enrichment Programs will coordinate the meeting times, dates and location. In addition to the in-person meetings, BGCNF’s Director will communicate via email communication, phone calls and/or site visits with Community Stakeholders. The Program Team is involved in continuous quality improvement for the Project STEAM Extreme programming.

The SCHOOL DISTRICT REPRESENTATIVE is responsible for working with the site coordinator to handle district concerns as addressed in the contracts and/or memorandums of understanding such as transportation, facilities, school concerns, data collection of grades and state assessments.

SCHOOL ADMINISTRATORS play the most critical role Program Team for they are the lifeline between the students, parents and teachers whose engagement is critical to the success of the program. In addition to the Program Team meetings, BGCNF’s Site Coordinator and the Area Director will have regularly scheduled meetings with school administration to discuss student performance, staffing needs, facilities needs or anything else necessary to execute a stellar 21st CCLC program.

COMMUNITY STAKEHOLDER participation is not only critical on the Program Team but essential for the continued and ongoing success of the program. Community stakeholders offer services, cash, products or in-kind offerings to enhance the success of the 21st CCLC Project STEAM Extreme program.



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PARENTS / STUDENTS provide guidance on the likes and dislikes of the program. Since students are the number one stakeholder in the 21st CCLC program, feedback from them or their parents is critical. BGCNF's team will be eager to gain feedback to make immediate adjustments to ensure student success.

POSTSECONDARY: Engagement from local colleges and universities ensure that the 21st CCLC programming is in line with career pathways in the local and regional communities served by this grant. College representatives will provide college and career readiness advice to other members of the Program Team which includes school district representatives, principals or their designees, parents and community stakeholders.

PROGRAM TEAM MEMBERS

Boys & Girls Clubs of Northeast Florida (BGCNF)
Lendward Griffin, Director of Grant Administration, Academic and Enrichment Programs
Other Key Club Staff Including BGCNF's: District Area Director, School Site Coordinator, Lead Teacher, Lead Youth Development Professional

Clay County District Schools - Superintendent David Broskie's Designee
Treasure Pickett, K – 12 Director

Orange Park Junior High School
Tania Auguste, Principal

Community Stakeholder – Clay Education Foundation
Makayla Buchanan, Executive Director

Orange Park Junior High School Parent & Student
Pearl Gyamera, Parent
William Kyeremateng, Student

St Johns River State College
Melanie Brown, Ph.D.
Vice President Academic Affairs, or designated college representative(s)



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Section 5: Engaging Stakeholders

ENGAGING STAKEHOLDERS

Orange Park Junior High School – Project STEAM Extreme

FREQUENCY AND METHOD OF ENGAGEMENT AND FEEDBACK THAT HAVE LED AND WILL CONTINUE TO LEAD TO MEANINGFUL CONSULTATION FROM STAKEHOLDERS

Boys & Girls Clubs of Northeast Florida (BGCNF) began a collaborative relationship with Clay District Schools over three (3) years ago, however, due to the pandemic and other factors our organizations finally began solidifying a relationship Fall 2021.

Upon release of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) 2022-2023 RFP, the heavy lifting began. BGCNF developed meeting agendas that included key topics such as academic and enrichment programming & special needs, afterschool service times, availability of classrooms and space needed, transportation, food, summer programming, and other key topics of interest for each stakeholder meeting.

BGCNF has documentation of communication on file for all these consultations as listed below.

1) CLAY DISTRICT SCHOOLS MEETINGS

February – April 2022: BGCNF Executive leadership met with Clay District Schools leadership to discuss the BGCNF / Clay District Schools 21st CCLC partnership which included discussions regarding facilities/schools, staffing, and in-kind or financial support needed from both partners. Clay District Schools leadership assigned BGCNF a district liaison who worked closely with BGCNF to host. During this time, virtual meetings occurred whenever a concern arose. These collaborations and conversations led to the development of a BGCNF / Clay District Schools Partner Contract that will be signed by the School Board in summer 2022.

2) SCHOOL PRINCIPAL AND ADMINISTRATION MEETINGS

March 2022: BGCNF's Executive Leadership and Programming team member hosted 21st CCLC Principal meetings at each school including Orange Park Junior High School. Discussion agendas fully outlined the requirements of the 21st CCLC program, the requirements of each school and the requirements provided by BGCNF. All principals were given an opportunity to opt out of future discussions if they and their administration did not feel that the 21st CCLC programming was a good fit. BGCNF then developed an interest list and posted a public notice on the www.bgcnf.org website. In addition, that public notice was emailed to all identified community stakeholders.

3) COMMUNITY STAKEHOLDER MEETINGS

March – April 2022: Three (3) other key stakeholder meetings, including community partners such as the Clay Education Foundation and STEM2 Hub, both of which are very well integrated into the community. During these meetings, BGCNF led a needs assessment conversation and learned about the dynamic STEM pathways students in Clay District Schools follow from 1st – 12th grades. Data, curricula and needs were discussed which led to the 21st CCLC program name: Project STEAM Extreme



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4) PHONE CALLS AND EMAIL COMMUNICATION TO SECURE PARTNERSHIPS

April – May 2022: Follow up calls were made, and emails were sent to all stakeholders and partner agreements and Program Team Letters of Commitment were received. The Project STEAM Extreme Program Team members were fully committed, data from the needs assessment was reviewed, and programming was recommended.

5) ENGAGING PARENTS / STUDENTS / TEACHERS

April – May 2022

BGCNF created online survey instruments for teachers (8 questions with multiple options) and parents / students (14 questions with multiple options). BGCNF created flyers with QR codes and survey links promoting the surveys. This method worked fantastic for all schools met or exceeded the expectations.

Orange Park Junior High School Parent / Student / Teacher Survey Participation

17.03% Parents / Students – Exceeds the required 10%

115 responses out of 675 per Orange Park Junior High School’s Know Your Schools Report Card

65.90% of Orange Park Junior High School Teachers - Exceeds the required 20%

29 responses out of 44 teachers per Orange Park Junior High School’s Know your Schools Report Card

Data collected from the Parent / Teacher / Student surveys and data collected from the Know Your Schools Portal guided our newly developed Program Team. Team members including school district representatives, school administration, community stakeholders, parents (students) developed Project STEAM Extreme, an academic and enrichment program, as detailed in the activity’s narrative contained within this grant.

Our Orange Park Junior High School's Project STEAM Extreme Program Team will meet 2-3 times per year and host interim email and phone conversations to bring this program to life for their students who need it most!

Section 6: Assessing Program Needs

Assessing Program Needs for Orange Park Junior High School
Grades served by Project STEAM Extreme's Programming: 7, 8

Boys & Girls Clubs of Northeast Florida (BGCNF) utilized information from the Know Your Schools data and data collected from the Parent / Student / Teacher Surveys to compile this Needs analysis. The Program Team reviewed this document to develop the 21st CCLC programming for Orange Park Junior High School

Orange Park Junior High School’s Know Your School – Report Card Link
<http://edudata.fldoe.org/ReportCards/Schools.html?school=0361&district=10>

ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS ASSESSMENTS

ASSESSMENTS-ACADEMIC ACHIEVEMENT, GROWTH, AND PARTICIPATION

ACADEMIC ACHIEVEMENT: More than fifty-three percent (53.4%) of Orange Park Junior High School



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students scored at a level 1 or 2 (non-proficient) in ELA for 2020-2021. Comparison data show that the school level for non-proficiency was higher than the county level of 40.6%. Additionally, economically disadvantaged students scored lower in ELA with a non-proficiency rate of 60%. Orange Park Junior High School students scored a 60.2% non-proficiency rate in Mathematics compared to the Clay County's rate of 41.8%. Economically disadvantaged students scored well below proficiency with a non-proficiency rate of 62.9%.

GROWTH: Orange Park Junior High School students experienced a growth rate of 46.4% in ELA while the bottom quartile experienced a growth rate of 34.5%. Orange Park Junior High School Elementary scored lower than the county which had a growth rate of 53.2%. Economically disadvantaged students saw a lower growth rate (41.8%) than all students. The growth rate for the bottom quartile of economically disadvantaged students was 34.6%. English Language Learners made gains in ELA at a rate of 42.5%.

Orange Park Junior High School students experienced a growth rate of 27.1 % in Mathematics while the bottom quartile experienced a growth rate of 30.4 %. Orange Park Junior High School students achieved a lower learning gain than Clay County which achieved a 46.4% gain. Economically disadvantaged students saw a growth rate of 28.6%. The growth rate for the bottom quartile of economically disadvantaged students was 30.5%

PARTICIPATION: Ninety-three percent (93%) of Orange Park Junior High School students participated in testing for the 2020-2021 year. Economically disadvantaged students participated in testing at a rate of 90.3%

ASSESSMENTS -ENGLISH LANGUAGE LEARNERS: English Language Learners at Orange Park Junior High School were proficient in English at a rate of 4.3%, which was significantly lower than the county rate of 23.1%.

IDENTIFY GAPS BETWEEN SUBGROUPS IN ASSESSMENTS, ACCELERATION, DISCIPLINE AND ATTENDANCE, AND GRADUATION AND POSTSECONDARY, AS APPROPRIATE.

ACCELERATION: More than 49% (49.6%) of students passed End-of-Course assessment that gave them HS credit toward graduation. ELL students passed at a rate of 40% that provided HS credit; economically disadvantaged students passed at a rate of 43.8%

DISCIPLINE AND ATTENDANCE: Orange Park Junior High School Elementary School has a “very high” number of total suspensions at 32.9 per 100 students, compared to the statewide rate of 14.5 of 100 students. Chronic absenteeism was high with 44.5% of students missing at least 15 days of school for any reason. The subgroups that had the highest percentage of chronic absenteeism were White students (37.9%), Black students (31.2%), and Hispanic students (21.3%).

GRADUATION AND POSTSECONDARY: No data available for grades 7 and 8.

SUMMARY OF SURVEY RESULTS FROM THE COMMUNITY AND TEACHER WHICH CAPTURE SKILL DEFICITS OR REASONS THAT STUDENTS AND FAMILIES MAY BE STRUGGLING IN THE COMMUNITY.



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To achieve parent / teacher / student feedback and data to develop the 21st CCLC programming at Orange Park Junior High School, Boys & Girls Clubs of Northeast Florida (BGCNF) through the help of the school district and school principals distributed an electronic survey. Flyers containing a QR code, and a survey link were posted, emailed or handed to all teachers and parents representing students.

Teachers were given an eight (8) question multiple choice survey instrument and Parents representing their children were given a 14 question, multiple choice survey instrument to complete. Upon opening the survey all stakeholders were told that survey may take 4-5 minutes to complete. Responses from all stakeholder surveys are quantified throughout this needs assessment response.

OPENING VERBIAGE ON ALL STAKEHOLDER SURVEYS READ: 21st CCLC is a FREE afterschool and summer program that we are requesting for your child’s school. The program will be funded for FOUR years if awarded and when a MOU is signed between your child's school district and Boys & Girls Clubs of Northeast Florida. Afterschool academic and hands-on enrichment programs aligned with your child's daytime in-school learning will be great for the school and community (and hundreds of students). The state requires us to better understand needs of parents and students when requesting the funding. Please provide your feedback on the questions below. Your answers are completely anonymous, so nobody can connect your answers to you or your children.

Parent / Student / Teacher Survey Participation

17.03% Parents / Students – Exceed the required 10%

115 responses out of 675 per Orange Park Junior High School’s Know Your Schools Report Card

65.90% of Orange Park Junior High School Teachers - Exceed the required 20%

29 responses out of 44 teachers per Orange Park Junior High School’s Know your Schools Report Card

Data collected from the surveys and data collected from the Know Your Schools Portal as summarized below helped our Project Team consisting of school district representatives, school administration, community stakeholders, parents (students) develop Project STEAM Extreme, an academic and enrichment program as outlined below and detailed in the activity’s narrative contained within this grant.

Orange Park Junior High School’s Project STEAM Extreme includes:

HOMEWORK HELP

ACADEMIC- Math and English Language Arts (ELA)

STEM ACTIVITIES

ARTS, MUSIC, AND DANCE

CHARACTER EDUCATION AND SOCIAL SKILLS

FITNESS, HEALTH, AND WELLNESS

Teachers overwhelmingly stressed the need for homework help, academic (Math & ELA) learning, and character education and social skills. The parents and student responses and conversations and meetings helped the Program Team develop the STEM, Arts and Fitness, Health & Wellness components.

IDENTIFICATION OF AT LEAST THREE ELEMENTS OF PROGRAM ACTIVITIES THAT STUDENTS AND FAMILIES WOULD LIKE TO SEE IN THE COMMUNITY LEARNING CENTER



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1) ACADEMIC- Math and ELA (Project Learn, BRAINCHILD, I-Ready, Achieve 3000)

According to survey data the following needs were identified:

HOMEWORK HELP (Project Learn)

- 55% Student stated they needed homework help
- 92% Teachers stated their students needed homework help,
- 73% Parents stated that their students needed homework help

ELA HELP

- 47% Student stated they needed ELA help
- 98% Teachers stated their students needed ELA help,
- 60% Parents stated that their students needed ELA help

MATH HELP

- 47% Student stated they needed Math help
- 98% Teachers stated their students needed Math help,
- 60% Parents stated that their students needed Math help

2) STEM ACTIVITIES

PROGRAMMING: Providing STEM program and activities that mirror Clay District schools in classroom learning as defined by the Clay District Schools Foundation. STEM2 Hub, a community partner, will provide staff training and student activities to augment and reinforce STEM learning. (Robotics, Coding and Drone education)

Survey data reflected an interest in STEM programs and activities as follows:

- 58% of Students
- 67% of Parents
- 99% of Teachers

RATIONALE FOR ACADEMIC SUPPORT: Achievement levels and Learning gains have declined in Math for three consecutive years, especially for Black and Hispanic students, ELL, and economically disadvantaged students.

3) ENRICHMENT

The following enrichment program activities were highly scored by teachers, parents and students in the survey data and will be included in the weekly programming at the schools

FITNESS, HEALTH, AND WELLNESS

PROGRAMMING: Triple Play

Survey data reflected an interest in fitness, health and wellness programs and activities by the following:

- 70% of Students
- 55% of Parents
- 98% Teachers

CHARACTER EDUCATION AND SOCIAL SKILLS

PROGRAMMING: SMART Programs, SMART Moves, Torch Club, Youth of the Month, and Youth of the Year



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Survey data reflected an interest in character education and social skills by the following:

- 48% of Students
- 92% of Teachers
- 70% of Parents

ARTS, MUSIC, AND DANCE

PROGRAMMING: Making Art powerful, DramaMatters, ImageMakers, MusicMakers, and Lyricism

- 50% of Students stated that they would like to participate in Arts, Music, and Dance
- 30% of Teachers- they would recommend programming in the Afterschool and Summer programs
- 73% of Teachers say that students want to participate Arts, Music and Dance
- 70% of Parents say that their children would like to participate in Arts, Music, and Dance

IDENTIFY ASSESTS AND GAPS IN THE COMMUNITY

Overwhelmingly, (90%+) parents and teachers state that there is a need for afterschool and summer programming in Clay County.

During the needs assessment phase, Clay County’s school district, principals, parents, students, and key community partners and stakeholders, participation levels where high and all were fully engaged. Clay County’s support of the 21st CCLC Program Design Team process was stellar. These meetings lead to the creation of comprehensive, academic, and enrichment programs and activities as outlined in this application.

The Clay County school district stakeholders identified a strong need for the continuation of STEM programming in the afterschool and summer space. Hence, the project name: STEAM Extreme (Science, Technology, Engineering, Arts, and Math).

Section 7: Intentionally Designing Activities

JUNIOR HIGH SCHOOL ACTIVITIES BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA

Orange Park Junior High School
Project STEAM Extreme

NARRATIVE

PROJECT LEARN | POWERHOUR ACADEMIC ENRICHMENT & WELL-ROUNDED EDUCATION ACTIVITIES

DESCRIPTION: Project Learn was developed by Boys & Girls Clubs of America as a holistic strategy supporting Youth-Centered Learning in Clubs. Project Learn is intended to complement and reinforce what youth learn during the school day, while creating experiences that invite them to fall in love with learning. Rooted in youth-development practices, this activity enables all youth to be effective, engaged, adaptive learners who are on track to graduate with a plan for the future. As an informal learning space, Clubs have an opportunity to offer both remediation and enrichment, all while inviting youth to discover

and pursue passions that connect to future opportunities. Project Learn includes experiential learning, so that youth learn actively, through a "hands-on and mind-on" approach. Project Learn reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the Club. The program is based on Dr. Reginald Clark's research showing that students do much better in school when they spend their non-school hours engaged in fun activities that are also academically beneficial. Through Project Learn, staff provide opportunities for "high-yield learning activities," which include leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help and tutoring, and games like Scrabble that develop young people's cognitive skills. Project Learn also emphasizes parent involvement and collaboration between staff and school personnel as critical factors in creating the best after-school learning environment for students. Through PowerHour, printed program materials include a resource guide for program coordinators, homework helpers and tutors and a poster-sized Power Points chart for tracking and rewarding participants' progress.

NEED ALIGNMENT: As noted in the needs assessment, students targeted for this 21st CCLC program have extensive needs in reading, writing, and mathematics. Teachers and parents both noted that students would benefit from added support for homework, such as that provided through Project Learn and PowerHour. Teachers also noted a need within the school community for students to be more engaged in their education and learning. Moreover, Project Learn helps address needs noted by the district that parents and families would benefit from a greater connection to their student's academic learning.

FREQUENCY: This activity is provided daily for 30 minutes per day during the school year, and 60 minutes per day during the summer.

EVIDENCE BASIS: Project Learn is intentionally designed by the Boys & Girls Clubs of America to incorporate several recommended strategies from the What Works Clearinghouse, as well as strategies supported by external evidence-based research. Schinke and Poulin (2000) conducted the seminal research exploring the impact and effectiveness of Project Learn, including all elements of the curriculum, such as discussions with adults, writing activities, leisure reading, homework, helping others, and games using cognitive skills. Researchers used "a three-arm research design" that compared program youth with comparison youth and control youth groups. "Follow-up data collected 2 1/2 years after baseline revealed uniformly positive outcomes for program youth on measures of reading, verbal skills, writing, and tutoring." Teacher reports also suggested improvements in reading, writing, overall school performance, and interest in class material. Moreover, "school grades were higher for program youth than for comparison and control youth for reading, spelling, history, science, and social studies. Study data demonstrated empirical support of the Project Learn curriculum and activity proposed for this 21st CCLC project" (Schinke & Poulin, 2000). In addition to this research, several recommendations from the What Works Clearinghouse are included in the Project Learn curriculum model, such as:

TIER 1 INTERVENTIONS INCLUDED

- * Assist students in monitoring and reflecting on the problem-solving process (Woodward et al., 2012).
- * Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content (Baker et al., 2014).
- * Provide daily opportunities for students to talk about content in pairs or small groups (Baker et al., 2014).
- * Provide writing opportunities to extend student learning and understanding of the content material (Baker et al., 2014).
- * Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Graham et al., 2017).
- * Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing (Graham et al., 2017).

* Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies (Graham et al., 2017).

TIER 3 INTERVENTIONS INCLUDED

- * Connect and integrate abstract and concrete representations of concepts (Pashler et al., 2007).
- * Interleave worked example solutions with problem-solving exercises (Pashler et al., 2007).
- * Ask deep explanatory questions (Pashler et al., 2007).
- * Adapt instruction to individual and small group needs (Beckett et al., 2009).

TIER 4 INTERVENTIONS INCLUDED

- * Align the OST program academically with the school day (Beckett et al., 2009).
- * Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study (Pashler et al., 2007).
- * Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned (Pashler et al., 2007).

REFERENCES

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: <http://whatworks.ed.gov>.

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READING AND MATHEMATICS ACADEMIC ENRICHMENT

DESCRIPTION: The Program Team selected BrainChild as the curriculum to use during the 21st CCLC program for BOTH reading and mathematics interventions, as it is both comprehensive and researchbased for middle school students. Self-paced, guided learning is a key factor in the Brainchild's approach to learning. Brainchild's learning programs include self-paced lessons developed according to state standards and core concepts. Students can be self-paced and spend more time where needed. This provides students as well as teachers with the luxury of knowing which subjects to spend more time on, thereby knowing where they can improve. Hence, students can precisely see the concepts they already understand fully and focus on the areas that still need attention. Within each learning program, students are provided the opportunity to learn through interactive multimedia lessons aligned to content standards, study these lessons through sets of questions, and then assess their understanding. The intention behind Brainchild's learning programs is to provide educators and students with the ability to monitor the learning and retention of lessons in mathematics, language arts, and science. For example, the Achiever program provides additional support to students with significant educational needs in mathematics and language arts. Instruction, study, and testing are all aligned to Florida's BEST standards for middle school.

NEED ALIGNMENT: As noted by the needs assessment, there is a significant need for reading and mathematics support among the targeted middle school students. Both quantitative data on student performance from statewide assessments (FSA Reading and FSA Math) and survey-based data from teachers and parents indicate that reading and math skills are significant needs for these students. As such, the Program Team selected this curriculum for use during the 21st CCLC program to provide both reading and mathematics support.

FREQUENCY: This activity is provided daily for 60 minutes per day during the school year, and 120 minutes per day during the summer.

EVIDENCE BASIS: The BrainChild curriculum and online learning system were designed to provide specific reading and mathematics interventions aligned with recommendations from the What Works Clearinghouse practice guides for middle school students. All tiers noted for the reading component of the proposed 21st CCLC program were established through the What Works Clearinghouse. As reviewed and reported by the What Works Clearinghouse, all recommendations and interventions are based on a review and analysis of hundreds of research articles. Ultimately, only tiered interventions were included in the Reading Reptiles activity component. The following recommendations are incorporated into the BrainChild Achiever curriculum and self-directed online learning process.

TIER 1 INTERVENTIONS INCLUDED

- * Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school (Rumberger et al., 2017).
- * Assist students in monitoring and reflecting on the problem-solving process (Woodward et al., 2012).
- * Teach students how to use visual representations (Woodward et al., 2012).
- * Provide purposeful fluency-building activities to help students read effortlessly (Vaughn et al., 2022).
- * Routinely use a set of comprehension-building practices to help students make sense of the text (e.g., word knowledge and comprehension-building practices) (Vaughn et al., 2022).
- * Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Vaughn et al., 2022).
- * Teach students a routine for determining the gist of a short section of text (Vaughn et al., 2022).

- * Teach students to monitor their comprehension as they read (Vaughn et al., 2022).

TIER 2 INTERVENTIONS INCLUDED

- * Provide intensive, individualized support to students who have fallen off track and face significant challenges to success (Rumberger et al., 2017).
- * Expose students to multiple problem-solving strategies (Woodward et al., 2012).
- * Help students recognize and articulate mathematical concepts and notation (Woodward et al., 2012).
- * 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 et al., 2022).

TIER 3 INTERVENTIONS INCLUDED

- * Provide academic support and enrichment to improve academic performance (Dynarski et al., 2008).
- * Personalize the learning environment and instructional process (Dynarski et al., 2008).
- * Provide direct and explicit comprehension strategy instruction (Kamil et al., 2008).
- * Provide opportunities for extended discussion of text meaning and interpretation (Kamil et al., 2008).
- * Increase student motivation and engagement in literacy learning (Kamil et al., 2008).
- * Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Kamil et al., 2008).
- * Interleave worked example solutions with problem-solving exercises (Pashler et al., 2007).
- * Combine graphics with verbal descriptions (Pashler et al., 2007).
- * Connect and integrate abstract and concrete representations of concepts (Pashler et al., 2007).
- * Use quizzing to promote learning. Use quizzes to re-expose students to key content (Pashler et al., 2007).

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SCIENCE CLUB

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

DESCRIPTION: Understanding the importance of science for all students, the school district was closely involved in the selection of the science activities proposed for the 21st CCLC program. The selected curriculum aligns with science curriculum utilized by the school district, such that the 21st CCLC program will enhance school-day learning (rather than provide disjointed science activities). The selected science components are designed to build STEM literacy, while also promote an understanding of STEM careers – particularly careers associated with computer science and artificial intelligence. Ultimately, a learning environment will be created that promotes the application of content learning across the disciplines in a problem-based setting. The Boys and Girls Club Northeast Florida is committed to providing students with opportunities to creatively apply subject matter learnings in engaging programs and activities that will foster critical thinking and collaboration in a systematic manner from kindergarten through graduation. A pathway approach will be emphasized so that skills are built over time, and lead to a career that is a priority area aligned with the needs of the local economy. All science components will be developmentally appropriate and aligned to enhance and support pathway components being offered in the schools. Offerings will include the following:

- * Family STEM Nights and STEM Academies
- * Robotics Club and Competitive Teams
- * Drone Club and Competitive Teams
- * Coding Club, such as Girls Who Code
- * Cybersecurity Club such as CyberPatriots
- * Leadership Club such as Chief Science Officers

CHIEF SCIENCE OFFICERS: It is important to support activities that will support students as they move towards the careers of the future. One element for student success is empowering students to have a voice in their school and in the 21st CCCL STEM learning ecosystem. With this in mind, 21st CCLC students will join an existing program founded in Arizona known as the Chief Science Officer program. The program has four goals: 1) create a pipeline of diverse STEM leaders; 2) foster communication and collaboration among the CSOs; 3) enrich school STEM culture and career awareness; and 4) increase student voice in STEM conversations in the community. The Chief Science Officer (CSO) program expands on the student government model to select several youth at each participating middle or high school who will champion campus-wide interest, engagement, and communication in STEM. On campus, CSOs identify opportunities for speakers, field trips, and science nights. Off campus, CSOs participate in the community forums and function as the point person for community initiatives in STEM. Key deliverables include CSO training, on-going mentoring, media materials/guides, and on-going community programming. The goal is for all 21st CCLC students become CSOs for their school and respective community (there is no limit to how many students can be CSOs). All CSOs will participate in a leadership training institute, cabinet meetings, community events, and mentoring with STEM professionals. Students will work with community leaders such as the Superintendent, School Board, City Council, County Commissioners, and other elected/appointed officials to present their action plans and champion STEM education on their campus.

WOZ ED STEM CAREER PATHWAYS: As part of the science activities provided to all participating 21st CCLC students, the program will implement the standards-aligned and research-based Woz ED science curriculum and resources. The Next Generation Sunshine State Science Standards include more hands-on, project-based experiences, which require more planning and preparation time. The standards call for students to form hypotheses, test theories, and analyze data. Creating new lessons and having the necessary resources on hand to meet the needs of these standards can be daunting, time-consuming and costly. Woz ED specializes in the development of units of study that allow students to develop an engineering mindset with minimal impact on the teacher. These turnkey units were written for the science standards and can immediately be implemented in the classroom. The following pathways are selected for the 21st CCLC program to be rotated throughout the school year.

About the Cybersecurity Pathway: According to the Bureau of Labor Statistics, information security analyst jobs are projected to grow by 33% from 2020 to 2030— the fastest rate of growth among all occupations. The number of unfilled cybersecurity jobs grew by 350 percent, from one million positions in 2013 to 3.5 million in 2021 - enough to fill 50 NFL stadiums! This increase in information security positions makes already high-demand computer science roles even more sought after and critical to our economy. In primary and lower elementary school, the skills for readiness in cybersecurity are developed through Woz Education Cybersecurity Level I and II programs where students are introduced to cyber careers and their importance to the cyber community. They learn techniques for staying safe online, including activities regarding cyberbullying. The Sphero Mini gives them opportunities to crack codes and integrate robotics. As students progress to junior/senior high school, the Woz Education Cybersecurity Level 3 program will lead students to the study of inscription. Students will investigate encryption and why we need it. They will break encrypted codes and try to create passwords and codes that cannot be hacked. Students will attempt to hack a program that is designed for this purpose, then will research some well-known security breaches and discuss the effects of the breach and how they would solve these problems. Additionally, this pathway aligns to the knowledge needed for students to pass COMPTIA Fundamentals.

About the Artificial Intelligence Pathway: Jobs in the artificial intelligence industry are expected to increase by 2.3 million positions by the year 2030, and according to a report produced by Capgemini's Digital Transformation Institute, 83% of companies that use AI technologies confirm that AI is already contributing to the creation of new jobs. In primary and lower elementary school, the Woz Education Artificial Intelligence Level I and II kits will help students begin to understand the concept of AI. Students will deepen their understanding of intelligence by completing tasks that have intentional constraints applied and they will create original products while considering multiple constraints. The Artificial Intelligence Level 3 Curriculum educates students about the meaning of AI in a series of engaging hands-on activities that use both digital and analog tools. Students will learn that AI is dependent on a combination of human programming, data collection, and machine learning via a variety of activities. They will have opportunities to create their own data sets and machine learning models, participate in a series of Google AI Experiments, acknowledge and share examples of AI in their own lives, and learn to create a programmed network of input, processing, and output through engineering design and tactile coding activities with Cubelets.

About the Drones Pathway: The Association for Unmanned Vehicle Systems International, projected more than 100,000 new jobs in unmanned aircraft by 2025 and is expected to have a 51.1% growth rate in the next five years - supporting industries like telecommunications, agriculture, and security. The drone technology pathway begins in elementary school and progresses through high school. In the Drones Level III Kit, students will gain valuable experience in piloting small, aerial vehicles. They will use a simple UAV to learn important vocabulary surrounding the use of personal drones. Every student will take turns piloting the drone and also acting as the Visual Observer to develop good habits for safe flying.

Each module is designed to progressively build on the previous, challenging students to increase knowledge and experience from piloting missions and challenges. At the end of the course, students will verbalize important basic features of drones as well as the vocabulary of movement in space. Students will gain hands-on experience piloting and spotting for drone missions. Additionally, this pathway aligns directly to the knowledge and flight hours needed for students to sit for the FAA 107 drone pilot's license. About the Engineering Pathway: There are 627,000 open tech jobs in the U.S. alone and the majority are software developers or engineers. High demand means job opportunities. Throughout Level I, students will be exposed to robots and the Engineering Design Process. The goal of the kit is to encourage students to explore robotics and coding through play. Students will work to solve a problem by identifying the problem, asking questions, and imagining how they can help solve the problem. In Level II, students will embark on the study of 3D printing by examining an object print and exploring the printer's movement. Using small toys, they will investigate the various shapes that comprise an object and break those shapes down into a 3D model. Given two separate engineering challenges, students will first create an object and promote it to the class in a class challenge, and then work in groups to create a class biome with both 3D prints and other materials. This jam-packed unit culminates by asking students to pitch their own project for printing. The lessons Level III will support instructors as they introduce students to the process, potential, and products of 3D printing. Beginning with a conceptual understanding and moving towards 3D printing with purpose, these lessons will support both instructor and student as they make their way into this exciting realm. The lessons have a rich mix of manipulative activities, building 3D items in modeling software, and engineering challenges. Students will track their learning through an engineering journal

About the Data Science Pathway: Demand for data scientists is strong, according to the Bureau of Labor Statistics. The number of data scientist jobs is expected to grow 19% over the next two decades. Almost three times as fast as the average growth rate for all other jobs. Students will learn that data science is a process that is used to help make better choices about the things around us. The activities in this kit will introduce students to the importance of observing and collecting data, making sense of data, and making decisions based on data. Students will collaborate with peers to conduct scientific investigations, make observations, collect and record data, and create visual representations based on the outcomes. Students will find patterns, make predictions, and reflect on how data collection can help scientists solve problems.

NEED ALIGNMENT: As demonstrated by student performance data presented previously, there is a significant need for activities that build science knowledge and skills for all students in the targeted school. In addition to the quantitative data demonstrating student needs in science supports and activities, the Program Team and stakeholder surveys indicate a desire from teachers, parents, and students to engage in science activities during the 21st CCLC program.

FREQUENCY: This activity is provided daily for 30 minutes per day during the school year, and 60 minutes per day during the summer.

EVIDENCE BASIS: Although the What Works Clearinghouse has some science-based curriculum reviewed, there are no practice guides or recommendations specific to out-of-school science activities. However, there are general recommendations for providing effective and impactful educational programming to students, including the science curriculum and programming planned for this 21st CCLC program. The following tiered recommendations are included in the planned science curriculum and science activities for this 21st CCLC grant:

TIER 3 INTERVENTIONS INCLUDED

* Provide academic support and enrichment to improve academic performance (Dynarski et al., 2008).

- * Personalize the learning environment and instructional process (Dynarski et al., 2008).
- * Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (Dynarski et al., 2008).
- * Adapt instruction to individual and small group needs (Beckett et al., 2009).
- * Space learning over time (Pashler et al., 2007).
- * Interleave worked example solutions with problem-solving exercises (Pashler et al., 2007).
- * Combine graphics with verbal descriptions (Pashler et al., 2007).
- * Connect and integrate abstract and concrete representations of concepts (Pashler et al., 2007).
- * Use quizzing to promote learning. Use quizzes to re-expose students to key content (Pashler et al., 2007).
- * Ask deep explanatory questions (Pashler et al., 2007).

TIER 4 INTERVENTIONS INCLUDED

- * Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out (Dynarski et al., 2008).
- * Implement programs to improve students' classroom behavior and social skills (Dynarski et al., 2008).
- * Align the OST program academically with the school day (Beckett et al., 2009).
- * Maximize student participation and attendance (Beckett et al., 2009).
- * Design program features to meet the needs and preferences of students and parents (Beckett et al., 2009).
- * Provide engaging learning experiences (Beckett et al., 2009).
- * Make learning relevant by incorporating practical examples and connecting instruction to student interests and experiences (Beckett et al., 2009).
- * Make learning active through opportunities for collaborative learning and hands-on academic activities (Beckett et al., 2009).
- * Use quizzing to promote learning. Use pre-questions to introduce a new topic (Pashler et al., 2007).
- * Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study (Pashler et al., 2007).
- * Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned (Pashler et al., 2007).

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TRIPLE PLAY

HEALTH AND WELLNESS

DESCRIPTION: Triple Play is a dynamic wellness curriculum created by Boys & Girls Clubs of America focused on health and wellness and created through sponsorships with the Anthem Foundation and The Coca-Cola Company. Triple Play promotes the importance of physical activity and proper nutrition through three components: mind, body and soul. Triple Play delivers on the belief that whole child health fosters young people's ability to gain diverse knowledge, skills, and protective factors that enable them to overcome barriers and thrive in adulthood. Through fun and engaging activities, the program delivers health education and programming that promotes the importance of physical activity and proper nutrition. It also focuses on the underlying causes that negatively impact health by enabling youth to develop life-long skills that are foundational to their present and future success. The three curricular elements are:

Healthy Habits (Mind): This curriculum component addresses the ways an individual's health behaviors are influenced by personal beliefs and exposure to positive modeling. In addition to nutrition education, activities focus on helping youth assess, practice, identify, consider, and recognize health behaviors and messages. This component will be provided during snack time, as the interactive nature of snack time helps enhance the Healthy Habits curriculum and associated discussions between students.

Daily Challenges (Body): This curriculum component provides an intentional focus on physical literacy and physical fitness. The three guiding principles of this component are: (1) Ability - Increasing capability in basic movement skills and overall fitness; (2) Confidence - the knowledge of the ability to play sports or enjoy other physical activities; and (3) Motivation - the intrinsic enthusiasm for physical activity for members to be physically active for life. Taking a systematic approach, this component boosts traditional physical activities to a higher level by providing sports and fitness activities for all youth. Daily Fitness Challenges include six challenges that provide youth at every age the chance to succeed and grow in different fitness capacities, from jumping rope to basketball to creating games of their own.

Social Recreation (Soul): This curriculum component places emphasis on the social, cognitive, and behavioral skills that youth need to be healthy and productive. There is an explicit focus on emotional regulation, healthy relationships (with self and others), and responsible decision-making. By participating in this comprehensive social recreation program, 21st CCLC will be able to develop and sustain positive relationships with others, acquire a healthy self-concept and a strong belief in their own self-worth and cope well with positive and adverse situations.

NEED ALIGNMENT: The Program Team selected this curriculum from the Boys & Girls Clubs of America to address requests from teachers, partners, and parents – all of whom suggested a need for added health and wellness activities for students.

FREQUENCY: This activity is provided three (3) days per week for 30 minutes per day during the school year, and 60 minutes per day during the summer.

EVIDENCE BASIS: Beyond physical health and physiological changes, research has clearly supported that improved fitness and health directly impacts the functioning of the brain, such as cerebral capillary growth, blood flow, oxygenation, nerve cell growth in the hippocampus (the center of learning), increased neurotransmitters, and density of the neural network (Trudeau & Shephard, 2008; Rosenbaum, Carlson, & Gilmore, 2001). These impacts are particularly important for adolescents, as their bodies and brains are rapidly growing and developing.

The “What Works Clearinghouse” (WWC) does not include interventions in health and wellness, However, the needs assessment clearly indicates the importance of providing health and wellness activities within the proposed 21st CCLC program, primarily through stakeholder surveys and Program Team feedback. Fortunately, the WWC outlines the type of research and sample sizes needed for each “tier” of evidence-based interventions – with Tier 1 interventions and recommendations requiring research totaling at least 300 participants. In this light, many research studies have been conducted to determine whether physical wellness is connected to academic performance (with academic performance being the primary goal of this 21st CCLC program). For instance, an experimental-design study was conducted with 2,084 adolescent students, where the intervention group received 120 minutes per week of physical activity compared to a control group without the added physical activity. Results shows the students with added fitness significantly improved in both mathematics and reading in just nine months (Solberg et al., 2021). Another study with 188 adolescent youth found a significant relationship between cardiorespiratory fitness and body-mass-index (BMI) on academic performance, where students who were more fit and students who were normal weight had improved academic achievement compared to students who were not fit and/or overweight (Martinez-Zamora et al., 2021). Finally, a longitudinal study with 1,802 youth found that students who engaged in ongoing cardiovascular fitness and motor agility (such as that provided in BGC Triple Play) has higher academic performance after 2.5 years than did those students who did not engage in such activity (García-Hermoso et al., 2021).

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MAKING ART POWERFUL (MAP) WELL-ROUNDED EDUCATION ACTIVITIES

DESCRIPTION: The Boys & Girls Clubs of America (BGCA) has committed tremendous resources to create strong programs, experiences, and initiatives that allow all youth to access imagination and creativity to express themselves and build connection with others in their community. The Arts programs are provided

free to the proposed 21st CCLC program, including the use of high-yield activity guides, training, and student resources. There are four categories covered by art programming under the BGCA model: (1) visual arts; (2) digital arts; (3) performing arts; and (4) applied arts. As part of the 21st CCLC program, students will rotate through the following art components during the course of the program year (rotating through different art components will help maintain engagement and “freshness” of the art programming):

DRAMAMATTERS: DramaMatters is an afterschool drama education program that encourages students from K-12 to engage in hands-on performing arts activities differentiated by student grade level and developmental abilities. Drama education builds self-confidence, sparks creativity and boosts academic achievement. The DramaMatters Afterschool Program Guide is a weekly program consisting of 60-minute sessions segmented for beginner, intermediate and advanced students. Each session is adapted to fit the age of participants. Sessions consist of a short warm-up; a main activity of games, script work or performance; and a 10-minute cool-down. The Lessons in Stagecraft Program Guide includes different ways for students to express themselves creatively, from costumes to set design or directing.

IMAGEMAKERS: ImageMakers is a year-round curriculum that encourage students from K-12 to learn and practice black-and-white, color, digital, and alternative process photography with activities differentiated and tailored to specific grade levels. For more than 50 years, BGCA has celebrated the accomplishments of students as they learn the art and science of photography. After local and regional competitions, the ImageMakers National Photography Contest yields regional and national winners ages 6-18 whose photographs compete in several categories: Culture and Tradition, Portraits, Nature and Surroundings, Fashion and Style, and Editing and Filter. The annual contest is supported by Sony and the BGC National Photography Program, designed to help students go beyond taking simple snapshots and develop the skills to produce photographs that can truly impact a viewer.

MUSICMAKERS: MusicMakers is a curriculum designed to inspire students to produce music and create their own “life soundtrack.” This K-12 curriculum houses activities differentiated by grade level, such that all students can participate in elements of the MusicMakers program. Students need positive outlets for creative self-expression, and many have a keen interest in the performing arts. Musical study develops critical thinking, self-discipline, self-esteem, self-confidence and teamwork. The ultimate goal of MusicMakers National Music Education Program is to promote student’s natural love of music and to increase their appreciation of this art while building their skills so they can express themselves using instruments such as the guitar or drums.

LYRICISM 101: Lyricism 101 is a curriculum designed to cultivate and amplify the powerful and formidable voices of students in middle and high school. Recognizing the power of the literary arts, Lyricism 101 positions students as torchbearers and experts in the ancient oral poetic traditions that continue to thrive around the world. The program gives teens an opportunity to tell their stories, build community, and express their artistic visions through the music of hip-hop culture and the culture of the cipher. Thanks to the support from Sprite and Coca-Cola, Boys & Girls Clubs of America launched Lyricism 101 in 2016 and will be an important teen-based component of the 21st CCLC program.

NEED ALIGNMENT: The Program Team and stakeholders confirmed that students need well-rounded programming that does more than just focus on academics, as students may become disengaged with an academic-only out-of-school program. Instead, based on stakeholder feedback and surveys, the Program Team determined that the inclusion of visual and performing arts would provide added encouragement for regular student attendance, while also providing a category of activities shown by research to support overall academic achievement.



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FREQUENCY: This activity is provided one day per week for 30 minutes during the school year, and 60 minutes per day during the summer.

EVIDENCE BASIS: As noted previously, the What Works Clearinghouse is specifically focused on academic interventions in reading and mathematics, and there are no resources or practice guides for personal enrichment activities such as visual and performing arts. However, the Program Team desired to include the arts within the overall project design to help support students well-rounded experience, while also enhancing student engagement and attendance. Using the guidelines from the What Works Clearinghouse regarding Tiered evidence, several studies have demonstrated that art education is directly linked to the most paramount focus of impact for 21st CCLC – academic performance and academic achievement. For instance, focusing on Tier 1 evidence, an experimental-design study with 1,020 students found a strong association between arts education practices and improved academic success, especially for students from low-income families. More specifically, students who were provided a performing arts (drama) addition to the school day were significantly more likely to pass the ELA and mathematics state assessment than a control group without the added drama component (Walker, Tabone, & Welstek, 2011). Another study used a multivariate design framework to compare students receiving art education and students not receiving arts education, with the results showing students with arts integrated into their educational programming scored higher on statewide academic assessments (reading and mathematics) than did students with strictly academic instruction. In addition, the study found that adding arts instruction narrowed the achievement gap between low, average, and high performing students (such that the art was more impactful for originally lower performing students) (Scirpp & Paradis, 2014). Finally, a study by the National Endowment for the Arts (Catterall, 2012) utilized four large longitudinal databases to examine the long-term impact of arts on academic achievement. The researchers found three main conclusions: “(1) Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers; (2) At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied; and (3) Most of the positive relationships between arts involvement and academic outcomes apply only to at-risk populations (low-SES)” (Catterall, 2012).

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SMART MOVES WELL-ROUNDED EDUCATION ACTIVITIES

DESCRIPTION: SMART Moves uses a team approach that involves staff, peer leaders, parents and community representatives. Students engage in discussion and role-playing, practicing resilience and refusal skills, developing assertiveness, strengthening decision-making skills, and analyzing media and

peer influence. The ultimate goal is to promote the practice of responsible behavior. SMART (Skills Mastery and Resilience Training) Moves is a comprehensive curriculum that includes integration of high-quality youth development practices and explicit skill building into healthy lifestyles content. SMART Moves utilizes a health promotion approach, which is focused on building student's attitudes and skills that support healthy decision-making. It is asset-based, focused on building foundational skills, and address each student's agency in healthy decision-making. The SMART Moves Curriculum Suite consists of three components: Emotional Wellness, Core, and Modules:

SMART Moves Emotional Wellness: This component focuses on building the skills of self-regulation, impulse-control and stress management. Participating students build an effective toolbox for self management and coping. Completing this component prepares students to participate in SMART Moves: Core and more. Includes 10 sessions. The Teen Expansion Pack is designed to integrate additional concepts of identifying emotions and self-regulation. This resource includes implementation tips, emotional check-in examples, discussion-based activities, and a supplemental activity planning guide.

SMART Moves: Core: The "Core" component provides curriculum by grade level and focuses on helping youth develop healthy decision-making attitudes and skills. The program teaches essential skills that enable youth to communicate effectively, make healthy decisions, and refuse to engage in unhealthy behaviors. Includes 10 sessions. The curriculum is differentiated with grade-level bands (K-2, 3-5, and 6-8).

SMART Moves Modules: The modules component focus on applying the skills from SMART Moves: Core to making decisions about specific health behaviors. These modules dive deeply into the health behavior and associated risks and build the knowledge, attitudes, and skills of youth to avoid the behavior.

SMART Moves: Healthy Relationships: This curriculum component is intended to influence attitudes and teach essential skills to enable youth to identify what a healthy relationship looks like to them. A healthy relationships module for each grade range is housed under the SMART Moves targeted program curriculum for middle school students.

SMART Moves: Substance Use Module: This curriculum component is intended to influence attitudes and teach essential skills to enable youth to make healthy decisions about substance misuse. A Substance Use module for each grade was developed as part of the overall SMART Moves targeted program curriculum for middle school students.

YOUTH OF THE MONTH: To help bolster the overall SMART Moves curriculum, the 21st CCLC program will incorporate the Youth of the Month program into the overall activities. The Youth of the Month is a recognition program that focuses on acknowledging and making students aware of their own leadership abilities. Youth of the Month is a BCG-driven experience that fosters leadership within the 21st CCLC program. Youth of the Month will run over the course of the entire year. While primarily a recognition program, students engaging in various leadership experiences is an important part of the program. Clubs The focus is on making students aware of leadership abilities they might not think they possess and cultivating them so that they learn what it means to be a leader.

TORCH CLUB: In addition to Youth of the Month, the 21st CCLC program will bolster the SMART Moves curriculum with Torch Club. Torch Clubs are chartered, small-group character and leadership clubs for both boys and girls in middle school. Torch Club is a "club within the Club," helping to meet the special character-development needs of younger adolescents at a critical stage in their life. A Torch Club is a powerful vehicle through which students develop and strengthen their 21st-century leadership skills, giving them a firm foundation of good character and integrity. Torch Club members elect officers and

work together to implement projects in the four focus areas: service to Club and community; education; health and fitness; and social recreation. Climate SuperStars, an online environmental challenge sponsored by Samsung Electronics America, is offered (free) annually to chartered Torch Clubs. Eligible Torch Clubs can win Samsung products ranging from Galaxy Tabs to large-screen TVs.

NEED ALIGNMENT: As noted by the needs assessment, the importance of including character education and behavioral supports cannot be understated – with stakeholder surveys and feedback from school administrators indicating significant needs in these areas. The Program Team determined that providing some level of character education and positive behavioral supports through Boys & Girls Clubs of America curriculum would be beneficial to students and families attending the 21st CCLC program.

FREQUENCY: This activity is provided one day per week for 30 minutes during the school year, and 60 minutes per day during the summer.

EVIDENCE BASIS: As with other personal enrichment activities designed to provide students with well-rounded education activities in support of the overall goal of the 21st CCLC program (improved academic achievement), What Works Clearinghouse does not provide recommendations or interventions specific to character education and emotional wellness (the general focus of this activity category). While SMART Moves is somewhat broader than simple character education, this designation is the best generalization for this set of activities. In general, research reviewed by “What Works in Character Education” shows that character education programming impacts risk behavior (e.g., knowledge about risks, drug/alcohol use, protective skills, lying, rude behavior, and general misbehavior), pro-social competencies, and school-based outcomes (Berkowitz & Bier, 2005). Based on the requirements for Tiered evidence under the What Works Clearinghouse, there exists many research studies suggesting that character education will have a significant and positive impact on student overall wellness and academic achievement during the regular school day. For instance, research on middle school students engaged in character education programming found significant and positive associations between character education and both behavioral and academic success (Diggs & Akos, 2016). In addition, a meta-analysis of 52 peer-reviewed research studies found that character education is significantly associated with higher levels of educational outcomes, regardless of how the outcomes were measured (i.e., it impacted both standardized assessments and non-standardized measures of academic performance). These effects were found for all levels of education (elementary, middle, and high school) and there were no differences between the race/ethnicities of the students being investigated (Jeynes, 2019).

REFERENCES

Berkowitz, M. W., & Bier, M. C. (2005). *What works in character education: A research-driven guide for educators*. Washington, DC: Character Education Partnership.

Diggs, C. R., & Akos, P. (2016). The Promise of Character Education in Middle School: A Meta-Analysis. *Middle Grades Review*, 2(2), n2.

Jeynes, W. H. (2019). A meta-analysis on the relationship between character education and student achievement and behavioral outcomes. *Education and Urban Society*, 51(1), 33-71.

PARENT AND FAMILY SERVICES: Boys & Girls Clubs of Northeast Florida (BGCNF) and our staff know that adult family engagement and support are critical their student’s success. To enhance adult-family member engagement with student outcomes, our program consists of three (3) sessions annually during



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the fall and spring semesters and one (1) during the summer. BGCNF's programming will focus on resiliency and character building; financial matters; and literacy. For example, staff will lead sessions that teach adults how to assist student with homework help and provide resources that topic. Session times range from 1 – 2 hours each. In addition to the three (3) sessions listed above, BGCNF staff will collaborate with the school administration to be present at key parent-student orientation sessions – one in the fall and the other in the spring semester. Staff will stay the entire time (1-3 hours), use it as an opportunity to recruit both parents and students along with providing handouts and resources on resiliency and character building; financial matters; and literacy.

STUDENT RECRUITMENT AND RETENTION: The recruitment and retention of the most at-risk students and those most in need of 21st CCLC services. Student strategies for both are listed below:

RECRUITMENT:

Reach out to adult-family members of students served at the site. Follow up with all who provided phone numbers on the needs assessment and ask them to tell their friends and family members about the Club and programs.

Have staff recruit potential students directly through events, relationships and unique entry points to reach students in the schools.

Encourage current students who enroll in afterschool and/or summer programs to recruit their fellow student friends.

Create recruitment activities designed to target potential students that align with the site's programming and create excitement around them.

Ask teachers and the principal to give referrals for the program.

Secure a list of school events and have BGCNF staff members attend.

Based on test scores outlined in the school report cards and by talking with principals, teachers and paraprofessionals, identify and target specific students and their families, using personal invitations and contacts.

RETENTION: Particularly with secondary students, we acknowledge that 21st CCLC activities must be extremely compelling to not only attract but retain such students. Students have many options and our intent – and a strong suit of BGCNF – is to incite students to continue to choose our programs. We:

Poll students to secure feedback and preferences for enrichment.

Create excitement around the STEAM+L programming to engage students.

Communicate with parents to follow-up student absences of more than two days in the 21st CCLC program, including helping parents to solve attendance barriers.

Routinely share information about the 21st CCLC programs to parents as they pick up their children and integrate information to keep their children engaged as part of our adult-family member program activities.



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The site coordinator and assigned teachers regularly collaborate with the schools to be certain that academic learning objectives and materials are shared.

Work directly with school administration in time of need to retain a student.

Staff ensure that support is given to students with different learning styles.

FAMILY RECRUITMENT AND PARTICIPATION: As stated in the Parent and Family Services section, BGCNF will work hard to be present: to educate parents about the benefits of afterschool and summer programming; and to engage parents to not only encourage their students, but to be present at family Club events. An engaged parent equates to a successful student in school.

ENROLLMENT PRIORITIES FOR STUDENTS: As part of this grant proposal, BGCNF serves students who meet the priorities for the 21st CCLC program. Specifically, our site coordinator works with school administration to target students who have received less than satisfactory scores on their end of year exams during the 2020/2021 school years and those who are currently receiving less than a “c” grade and/or those who are in the lowest 25th percentile within enrollment.

We have structured our grant and program to serve students with Science, Technology, Engineering, Arts, Math and Literacy programming so that we can reach this core group as identified in the needs assessment so that they can not only prosper, but also extend the power of the grant by becoming a positive influence for their peers.

Boys & Girls Clubs of Northeast Florida staff strive to secure an environment to serve children with special needs including those who might be homeless, English language learners, physical, psychological, sensory or learning disabilities, and/or those with attention behavior concerns. BGCNF and our staff work with every individual student so that they are not excluded from the program and are safely accommodated.

Section 8: Recruiting and Retaining High Quality Staff

RECRUITING AND RETAINING HIGH QUALITY STAFF

Recruiting and retaining top talent is essential to the success of the Boys & Girls Clubs of Northeast Florida. Our strategies to maintain staff and reduce turn-over of trained and experienced staff include:

Expanded Human Resource (HR) Services – BGCNF Human Resource staffing numbers have recently expanded to offer more services and support to employees and leadership.

Employee Surveys – As part of our national Club member survey, program employees are also given an opportunity to provide feedback on their experience and work environment.

Exit Interviews – BGCNF has initiated exit interviews for full-time and part-time employees who leave our



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organization voluntarily. This provides important feedback to improve employee retention.

Current Staff Recruitment and Retention Efforts

Hire Right – It’s important to hire the best candidate for each position. We recently re-evaluated program job descriptions and revised them to be more specific to the programs we offer. Hiring an individual with specific experience and background creates a better opportunity for member and employee engagement. We will also be developing a “target hire” recruiting strategy to assist us in recruiting efforts.

Onboarding – We have initiated electronic and automated recruiting and onboarding. This provides candidates with a more streamlined hiring process, while allowing them to get up to speed more quickly.

Be Competitive – BGCNF participates in several compensation/benefit surveys. Our goal is to offer competitive compensation, benefits, and life balance, to attract and retain the best talent.

Employee Development and Succession Planning – One of our key goals will be to develop a more formal employee training and development program. This will support employee retention efforts by providing opportunities for growth within the organization. Training will include specific learning paths, leadership training, mentoring, stretch goals, and intra-departmental training to understand organization wide connections better, just to name a few.

STAFFING STRUCTURE AND HOW STAFF MEMBERS INTERFACE WITH THE ACTIVITIES OUTLINED IN OUTLINED ACTIVITIES

DIRECTOR OF GRANT ADMINISTRATION (DOGA) ACADEMIC AND ENRICHMENT PROGRAMMING

The Director of Grant Administration directs all aspects of programming including, ensuring programming deliverables are met, ensuring that all Academic and Enrichment planning, and implementation is following the approved application; meets with the Area Director of Program Training, Data Coordination the Site Coordinator. This position is responsible for collaboration with and scheduling meetings with the Program Team.

The DOGA meets with the school district, principals, community stakeholders and parents to ensure the success of the program. This position has oversight of facilities management of sites and safety of the students which includes hiring; strategizing, training needs with the Site Coordinator and evaluating staff to ensure performance is delivering quality curriculum as outlined by the grant and the budget.

AREA DIRECTOR (AD) – PROGRAM TRAINING AND DATA REPORTING

This position directs all aspects of 21st CCLC Program Training and Reporting for the EZ Reporting system. Troubleshoots all back-end errors. The Area Director is responsible for interfacing with FDOE to meet the 21st CCLC APR requirements, Surveys, SLDRT's and all previous Research and Evaluation duties.

This AD oversees operations of 21st CCLC Sites and programs with emphasis on program development and implementation; staff development; supervision of assigned Site Coordinator and other staff; and facilitates budget management and oversees and trains all Site Coordinators during key parts of the 21st CCLC Fiscal Year.



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SITE COORDINATOR

This position is responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner, including monitoring of programs goals, objectives, and activities. This position will provide leadership and planning necessary to provide high quality 21st CCLC programming for students and families for 21st CCLC.

The Site Coordinator will ensure communication between the 21st CCLC sites, teachers, principals, community partners, Program Team and support staff; will coordinate and facilitate all staff trainings, workshops, and community events. This position will be responsible coordinating the adult family member activities for the program.

ACCOUNT MANGER

This position is responsible for overseeing all 21st CCLC accounting activities including (1) budget to actual comparison, disbursements, and internal controls (2) Processing payroll, review of expenditures with actual programs, interface with area director and program staff.

The account manager is responsible for managing payables and approvals for payment in accordance with budgets; purchasing materials in accordance with grants and budgets; assisting in grants billing, cash receipts and compiling and filing all 21st CCLC monthly reimbursements.

PROGRAM SPECIALIST (PS)

This position is responsible for entering of student data into the 21st CCLC EZ Reporting data system. The program specialist is responsible for ensuring the discharge of daily program operations including sign-in and dismissal of students and communication with students and adult family members. The PS manages monthly program attendance, and program schedule. This position is also responsible for student recruitment, answering questions from parents marketing of 21st CCLC program.

YOUTH DEVELOPMENT PROFESSIONAL (YDP)

This position is responsible for ensuring youth development principles are incorporated into all programs and activities; providing guidance and discipline to ensure a safe and positive environment for youth; ensuring the incorporation of age appropriate and gender-specific programs and activities; ensuring that culturally diverse programs are implemented; assisting, as needed, in the planning, implementation, and delivery of activities and programs for all 21st CCLC students

STEM Lead (YDP)

This position is designed to ensure that all Club members experience the STEM programming as outlined in the 21st CCLC Narrative. The STEM Lead will be responsible for participating in specialized STEM training with BGCNF's community partner, STEM2 Hub. In addition, the STEM Lead will interface with the school science teachers to ensure that the afterschool STEM programs align and complement the school programming.



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Education (YDP)

This position is designed to assist the certified teachers during Project Learn and the Academic Math and ELA learning. The Education YDP will work closely with the Lead Teacher to ensure that all students are working on their grade improvements and decreasing any behavioral referrals. The education YDP will help monitor graduation progress all students at all grade levels and help ensure that all Club members graduate from high school on time, ready for a post-secondary education and a 21st-century career.

Health & Wellness (YDP)

This position is designed to develop young people’s capacity to engage in positive behaviors to nurture their well-being, set personal goals and grow into self-sufficient adults. The Health & Wellness YDP will assist during the Supper, Lunch and Snack periods to ensure students are engaged in health education activities. In addition, this position is responsible for overseeing Triple Play programming.

Making Art Powerful (MAP) (YDP)

This position is designed to foster creativity in young people and give them outlets for self-expression. From photography to hip-hop, our arts programs have something that will inspire everyone. This position will implement any or all the following programs in their Clubs: Lyricism, MusicMakers, ImageMakers and/or DramaMatters.

SMART Programs - Career Development (YDP)

This position is responsible for overseeing all character-building activities including SMART Programs, Keystone & Torch Clubs, Youth of the Month, Passport to Manhood, Be A Star, Substance Use and Prevention. This position is designed to prepare youth for success in their first jobs and helps them develop a plan to achieve their chosen careers. From first job to dream job!

LEAD CERTIFIED TEACHER

This position is responsible for: ensuring youth development principles are incorporated into all programs and activities. Leads the planning, implementation, and delivery of academic programming.

The Lead Teacher is responsible for working closely with school administration to review student progress, understand which students have IEP’s, 504 plans, or other special needs. The Lead Teacher will monitor school grades quarterly and revamp strategies for all Certified Teachers to ensure student success and graduation from grade to grade in the school.

CERTIFIED TEACHER

Teachers holding a valid FDOE teaching certificate will provide direct academic instruction in core subjects (especially Math & ELA) to actively participating students during 21st CCLC program hours. This position will assist the Lead teacher in the planning, implementation, and delivery of activities and programs All lesson/activities will be facilitated using engaging creative "hands-on PBL" techniques. Homework help, Project Learn, Khan Academy and BRAINCHILD curricula will be a focus for the 21st CCLC program. Certified teachers will be responsible for overseeing and documenting student progress.

Section 9: Implementing with Fidelity

IMPLEMENTING WITH FIDELITY

STRATEGY

Boys & Girls Clubs of Northeast Florida's 21st CCLC team members have three processes in place to ensure that the Project STEAM Extreme activities proposed in this application are implemented with fidelity.

1) TRAINING – All 21st CCLC team members are required take 46 hours of training as outlined in this grant prior to their 3rd week on their job. This intensive training schedule will ensure that each team member has an understanding of their requirements to execute successful academic and enrichment programs at their site. Each staff member is assigned a peer mentor to assist and help as needs arise.

2) CLASSROOM MANAGEMENT & OBSERVATION ASSESSMENT – Continual process improvement is BGCNF's number one goal in our 21st CCLC program. This assessment tool is used by the Director of Grant Administration and Area Directors when they visit a site. The assessment requires an observational visit followed up with a feedback session. Comments, accolades, and/or areas of improvement are documented on the classroom management assessment and kept on file for future reference. Assessments are done biannually mainly unannounced or as need for staff member success. Team members are encouraged to do self-assessments quarterly.

3) COMPLIANCE COMMITTEE – The Compliance Committee is made up of Site Coordinators within the 21st CCLC program. Site Coordinators visit each other sites and document findings on their Compliance Committee checklist. The Compliance Committee identifies areas of challenge and provides training and guidance to ensure all activities are being executed as outlined in the Activities Narrative of this grant. Committee members essentially become an additional resource to ensure grant compliance and to assist with problem solving to resolve constraining issues that impact Project STEAM Extreme programming.

DATA POINTS AND METHODS

ACADEMIC – MATH

Math - Classroom Learning / Homework Help (1st – 12th Grades)

Data Points: Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Method: Certified Teachers and Education YDPs will monitor school grades 3 x's annually and adjust lessons and assignments to enhance student success.



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BRAINCHILD Math (1st – 8th Grades)

Data Points: Online Assessments – Student is performing on or above grade level or is making improvements.

Method: Certified Teachers and Education YDPs will monitor online assessments weekly and adjust lessons and assignments to enhance student success.

Khan Academy Math (9-12 Grades)

Data Points: Online Assessments – Student is performing on or above grade level or is making improvements.

Method: Certified Teachers and Education YDPs will monitor online assessments weekly and adjust lessons and assignments to enhance student success.

Achieve 3000 and i-Ready Math (1st – 12th Grades)

Data Points: Online Assessments – Student is performing on or above grade level or is making improvements.

Method: Certified Teachers and Education YDPs will monitor online assessments weekly and adjust lessons and assignments to enhance student success.

ACADEMIC – ENGLISH LANGUAGE ARTS (ELA)

ELA Classroom Learning / Homework Help (1st – 12th Grades)

Data Points: Students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).

Method: Certified Teachers and Education YDPs will monitor school grades 3 x's annually and adjust lessons and assignments to enhance student success.

BRAINCHILD ELA (1st – 8th Grades)

Data Points: Online Assessments – Student is performing on or above grade level or is making improvements.



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Method: Certified Teachers and Education YDPs will monitor online assessments weekly and adjust lessons and assignments to enhance student success.

Khan Academy ELA (9-12 Grades)

Data Points: Online Assessments – Student is performing on or above grade level or is making improvements.

Method: Certified Teachers and Education YDPs will monitor online assessments weekly and adjust lessons and assignments to enhance student success.

Achieve 3000 and i-Ready ELA (1st – 12th Grades)

Data Points: Online Assessments – Student is performing on or above grade level or is making improvements.

Method: Certified Teachers and Education YDPs will monitor online assessments weekly and adjust lessons and assignments to enhance student success.

STEM PROGRAMMING: Robotics (1st – 12 Grades), Coding and Drone education

Data Point: 75% of regularly attending students will demonstrate their interest in science as measured by observational assessments and/or pre, mid and post assessments.

Method: The Lead STEM YDP will monitor visual assessments and pre, mid and post assessments biweekly and adjust learning objectives to enhance student success.

FITNESS, HEALTH, AND WELLNESS (1st – 12th Grades). Triple Play

Data Point: 75% of regularly attending students will demonstrate their interest in physical fitness and personal wellness as measured by observational assessments and/or pre, mid and post assessments.

Method: The Health & Wellness YDP will monitor visual assessments biweekly and adjust learning objectives to enhance student success.

CHARACTER EDUCATION AND SOCIAL SKILLS (1st – 12th Grades)

SMART Programs

Data Points: 65% of regularly attending students will demonstrate their personal wellness and positive



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character traits by visual assessments.

Method: The SMART Programs YDP will monitor visual assessments biweekly and adjust learning objectives to enhance student success.

ARTS, MUSIC, AND DANCE (1st – 12th Grades)

PROGRAMMING: Making Art Powerful (MAP), DramaMatters, ImageMakers, MusicMakers, and Lyricism

Data Points: 65% of regularly attending students will demonstrate their interest in Arts, Music and Dance by visual assessments and/or pre, mid and post assessments.

Method: The Making Art Powerful (MAP) YDP will monitor visual assessments biweekly and adjust learning objectives to enhance student success.

ADULT FAMILY PROGRAMS

PROGRAMMING: Topics: Character Building; Financial Matters; and Literacy Five (5) sessions

Data Points: 75% of family members attending at 3 out of 5 planned sessions or events during the school year will respond favorably (Agree or Strongly Agree) to the assessment questions on the Adult Literacy Performance Surveys (ALPS)

Method: Site Coordinator and Education YDP will compile and review assessment data after each program and adjust learning objectives to enhance future adult family sessions.

PROCESS TO REVISE, ADAPT, AND/OR ELIMINATE INEFFECTIVE PROGRAMMING

Program process improvement will be identified through the formative and summative evaluation efforts. Through formative assessments, the team will use data collected from learning assessments, pre, mid, and post-tests, and observations by certified teachers and program staff to revise, adapt or eliminate ineffective programming during the program year. The same processes will be utilized at the summative phase to revise, adapt, or eliminate ineffective programming in preparation for the upcoming academic year.

Two processes will be followed to revise, adapt, and or eliminate ineffective programming:

1) INTERNAL – BGCNF 21st CCLC Team Members rely on outcomes and trends of grades, online test scores and observational visits to determine if programs need changes or possibly eliminated. Site Coordinators meet once a month with their Certified Teachers, YDPs, and Program Specialists to review data and discuss areas of interest or improvement. In addition to the 21st CCLC site teams meeting in house, the entire network of 21st CCLC staff meets monthly as well. Sites will be encouraged to discuss areas of opportunity so that changes can be made to ineffective programming.

2) External – BGCNF 21st CCLC Team Member share all programming issues or concerns with the



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Program Team. Securing guidance and feedback from school administrators, parents and students (as applicable) and making recommended changes will keep the Project STEAM Extreme program effective and relevant.

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

PLAN FOR SUSTAINABILITY

Boys & Girls Clubs of Northeast Florida (BGCNF) is a 56-year organization that has sustained growth of afterschool and summer programming via federal, state and local grants, foundation and corporate grants, corporate and community donations, individual donations and a variety of fundraisers including the annual capital campaign, event fundraisers, board donations. BGCNF’s development team proactively pursue any and all available sources of private and public financial support for our effort to sustain our Clubs. BGCNF’s Board of Governors includes sustainability funding strategies in the organization’s long-range plan.

To help ensure the integrity of implementation, operations, and sustainability after the grant. The Board guides the design, implementation evaluation and expansion of resources. Through this process, the Board consider a diverse portfolio of strategies to marshal resources critical to long-term sustainability (e.g., maximizing, accessing and leveraging diverse fiscal and in-kind resources; cultivating supportive partnerships and community support; collecting/using data to demonstrate program effectiveness.) The Board agenda focuses on current and future needs, operations, reporting, resources for the sustainability plan.

Sustainability of BGCNF programs is the responsibility of all employees. Specifically, for BGCNF’s 21st CCLC programming, BGCNF relies on the site staff and their leadership to create local partnership surrounding their Club. Therefore, the Program Team is a critical piece to this support structure. Below is an outline of how BGCNF’s 21st CCLC teams build partnerships and collaborate with other school and community agencies to build support for resources needed to sustain the program.

Year 1

PROGRAM TEAM MEETINGS

Execute a minimum of 2-3 Program Team meetings annually to engage all Project STEAM Extreme Stakeholders. Each meeting has a set agenda that includes discussions about 21st CCLC programming opportunities and needs. Develop a 10–15-minute roundtable mid-way or near the end of the meeting to encourage brainstorming dialogue to leverage partnership and/or stakeholder referrals. BGCNF’s Director of Grant Administration owns this process and share a 21st CCLC Partners table that lists new and current partners along with their contribution to the 21st CCLC program. The partner’s table is the tool used to track partnerships and collaborators and to measure success.



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21ST CCLC PROJECT STEAM EXTREME PRESENTATION TO THE BGCNF BOARD OF GOVERNORS MEETING
 Invite a 21st CCLC Student to attend a BGCNF Board of Governors meeting to share their experience at the Club. The Board comprises key community stakeholders who are invited to share their personal and professional networks to support Club efforts. Word of mouth is by far the best form of marketing to spotlight the 21st CCLC learning initiatives. Ideally the site staff that supports the student and the student’s parent(s) would attend. The student’s call to action would be for the board member(s) to visit Club and experience the 21st CCLC program firsthand.

Year 2

PROGRAM TEAM MEETINGS

Execute a minimum of 2-3 Program Team meetings annually to engage all Project STEAM Extreme Stakeholders. Each meeting has a set agenda that includes discussions about 21st CCLC programming opportunities and needs. Develop a 10–15-minute roundtable mid-way or near the end of the meeting to encourage brainstorming dialogue to leverage partnership and/or stakeholder referrals. BGCNF’s Director of Grant Administration owns this process and share a 21st CCLC Partners table that lists new and current partners along with their contribution to the 21st CCLC program. The partner’s table is the tool used to track partnerships and collaborators and to measure success.

NEWS RELEASE - National Youth Outcomes Initiative (NYOI)

Share the outcomes from the annual BGCA NYOI specific to each 21st CCLC Project STEAM Extreme in a news release for local community newspapers and news stations to pick up with the goal of attracting new partners.

ANNUAL STAKEHOLDER SURVEY

A survey instrument will be developed by the Program Team to assess the success of the 21st CCLC Project STEAM Extreme Program, needs and suggestions for partners and collaborators. Responses will be collected for quality assurance and partnering opportunities and evaluated annually. The Director of Grant Administration will be responsible for overseeing the annual stakeholder survey process and outcomes.

THANK YOU AND RECOGNITION EVENT (Year 2 of Grant)

Project STEAM Extreme Program Team members work with BGCNF’s leadership to create a special event to thank key stakeholders who have been involved in the success of the programs. The event serves two purposes: 1) Thanking key stakeholders and 2) Providing an opportunity to get the word out about the 21st CCLC program successes, needs and opportunities to partner!

Year 3

PROGRAM TEAM MEETINGS

57 / 60

Execute a minimum of 2-3 Program Team meetings annually to engage all Project STEAM Extreme Stakeholders. Each meeting has a set agenda that includes discussions about 21st CCLC programming opportunities and needs. Develop a 10–15-minute roundtable mid-way or near the end of the meeting to encourage brainstorming dialogue to leverage partnership and/or stakeholder referrals. BGCNF’s Director of Grant Administration owns this process and share a 21st CCLC Partners table that lists new and current partners along with their contribution to the 21st CCLC program. The partner’s table is the tool



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used to track partnerships and collaborators and to measure success.

STORYTELLING

Write an article about the 21st CCLC Project STEAM Extreme Programs in the quarterly Boys & Girls Clubs of Northeast Florida e-newsletter. Spotlight current partners who are providing resources to the Club. Provide information on how to donate, volunteer, and otherwise support the Clubs. Site coordinators share stories of their program and students with BGCNF’s development department who distribute the e-newsletter to over the 4,500 individuals on the distribution list.

ANNUAL STAKEHOLDER SURVEY

A survey instrument will be developed by the Program Team to assess the success of the 21st CCLC Project STEAM Extreme Program, needs and suggestions for partners and collaborators. Responses will be collected for quality assurance and partnering opportunities and evaluated annually. The Director of Grant Administration will be responsible for overseeing the annual stakeholder survey process and outcomes.

Year 4

Execute a minimum of 2-3 Program Team meetings annually to engage all Project STEAM Extreme Stakeholders. Each meeting has a set agenda that includes discussions about 21st CCLC programming opportunities and needs. Develop a 10–15-minute roundtable mid-way or near the end of the meeting to encourage brainstorming dialogue to leverage partnership and/or stakeholder referrals. BGCNF’s Director of Grant Administration owns this process and share a 21st CCLC Partners table that lists new and current partners along with their contribution to the 21st CCLC program. The partner’s table is the tool used to track partnerships and collaborators and to measure success.

ONLINE GIVING CAMPAIGN

Program Team collaborates with BGCNF’s development team to create a 21st CCLC awareness and giving campaign that includes success data, stories and photos to tell a story and to encourage residents and stakeholder to help sustain the programming at their Club

THANK YOU AND RECOGNITION EVENT (Biannual)

Project STEAM Extreme Program Team members work with BGCNF’s leadership to create a special event to thank key stakeholders who have been involved in the success of the programs. The event serves two purposes: 1) Thanking key stakeholders and 2) Providing an opportunity to get the word out about the 21st CCLC program successes, needs and opportunities to partner!

PROGRESS INDICATORS TO SUPPORT SUSTAINABILITY

To ensure that the plan for sustainability is executed to sustain current partnerships, create new partnerships, and provide opportunities for all stakeholders to support and help sustain 21st CLCC programming when funding ends.

21st CLCC Project STEAM Extreme Program Team will:

Provide minutes of program team meetings to assure implementation of sustainability plan



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Provide evidence of new partnerships and collaborations during formative (during) and formative (at the end) evaluation.

Provide evidence of BGCNF Board of Governors participation in sustainability efforts

Provide evidence that the Program Team has used the results of the Survey to improve processes for sustainability plan.

Provide evidence that all program supporters are properly appreciated and recognized at special events, through social media posts, and/or through personal notes from site leaders, to maintain and strengthen partner relationships.

Provide evidence that 21st CLCC success outcomes are disseminated to all stakeholders through newsletters, presentations at Board meetings and partner sites, and through social media platforms, and community events increasing program awareness and providing opportunities for new partnerships and collaborations.

Cohort 20 (2022-23) RFP Scope of Work/Narrative Addendum

Agency Name: BGC of Northeast Florida Project Number: 16N-2443B-3P006
Program Name: Orange Park Junior High School

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

This change includes: Additions ~~Deletions~~ Both

The following items are incorporated as part of the Scope of Work:

Section 1.0

Boys & Girls Clubs of Northeast Florida operates the Project STEAM Extreme Program at Orange Park Junior High School located at 1500 Gano Avenue, Orange Park, FL 32073. 110 students in grades 7-8 are provided afterschool programming from 3:55 p.m. – 6:15 p.m. plus early release days five days a week for 172 days: August 15, 2022, through May 19, 2023. 110 students in grades 7-8 are provided summer programming from 9:00 a.m. – 5:00 p.m. five days a week for 28 days: June 12, 2023, through July 21, 2023.

Academic and Enrichment programs include Science, Technology, Engineering, Arts, Math (STEAM) plus Health, Wellness, Nutrition and Character Building. This site will also offer five adult family member service nights in the following activities:

1. Parent Orientations and/or Parent Nights – School Planned Functions in which BGCNF will set up a table at these events and discuss topics relevant to parent needs and utilize these meetings for parent/student recruitment and retention.

2. Parent Orientations and/or Parent Nights – School Planned Functions in which BGCNF will set up a table at these events and discuss topics relevant to parent needs and utilize these meetings for parent/student recruitment and retention.

3. Reading Literacy and Communication

4. Wellness and Nutritional Literacy

5. Financial Literacy and Taxes

Section 4.0

COMMUNITY STAKEHOLDER participation is not only critical on the Program Team but essential for the continued and ongoing success of the program. Community stakeholders offer services, ~~cash~~, products or in-kind offerings to enhance the success of the 21st CCLC Project STEAM Extreme program.

Section 9.0

The Area Director will be primarily responsible for data collection and maintenance during the 2022-2023 program year. Individual Program Specialists at each site will be responsible for uploading attendance-related information.

Appendix A
Continuing Improvement 2023-24

Agency Name: Boys & Girls Clubs of Northeast Florida Project Number: 16N-2444B-4P006
Program Name: Orange Park Junior High School
Boys & Girls Club
Project STEAM-Extreme

Reason(s) for the change:

Program Team Member Updates and Addition of 2023-2024 Adult Family Member Schedule

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

Section 4: Building Your Program Team

Orange Park Junior High School – Project STEAM Extreme

Boys & Girls Clubs of Northeast Florida (BGCNF)

Lendward Griffin, Director of Grant Administration, Academic and Enrichment Programs Other Key Club Staff Including BGCNF’s: District Area Director, School Site Coordinator, Lead Teacher, Lead Youth Development Professional

Clay County District Schools - Superintendent David Broskie's Designee
Treasure Pickett, K – 12 Director

Orange Park Junior High School
Tania Auguste, Principal

Community Stakeholder – Clay Education Foundation
~~Makyla Buchanan~~ Carolyn Krall, Executive Director

Orange Park Junior High School Parent & Student
Pearl Gyamera, Parent
William Kyeremateng, Student

St Johns River State College
Melanie Brown, Ph.D.
Vice President Academic Affairs, or designated college representative(s)

Underscore reflects additions to the previous narrative.
~~Cross-out~~ reflects deletion of language in the previous narrative.

Delete 2022-2023 Adult Family Member Activities Schedule



Adult Family Member Activities Schedule 2022-2023



Orange Park Jr. High School

Project STEAM Extreme – Orange Park High

5 Sessions Per School Year

Proposed Schedule

	Date	Time	Topic
1.	Fall October 4 th Media Center	6pm	Fall Orientation Recruitment / Retention
2.	Fall December 8 th Media Center	6:30-7:30	Wellness and Nutritional Literacy
3.	Spring February 16 th Media Center	6:30	Financial Literacy
4.	Summer 05/29/23	6pm	Summer Orientation Recruitment / Retention
5.	Summer June 15 th Cafeteria	6pm	Reading Literacy and Communication

Adult Family Member Activities Schedule 2023-2024



Orange Park Jr. High School

Project STEAM Extreme – Orange Park High



5 Sessions Per School Year

Proposed Schedule

	Date	Time	Topic
1.	Fall October 5 th Media Center	6pm	Fall Orientation Recruitment / Retention
2.	Fall December 7 th Media Center	6:30-7:30	Resiliency and Character Building
3.	Spring February 15 th Media Center	6:30	Financial Literacy
4.	Summer May 29 th	6pm	Summer Orientation Recruitment / Retention
5.	Summer June 13 th Cafeteria	6pm	Reading Literacy and Communication

Appendix A Continuing Improvement 2024-25

Agency Name: Boys & Girls Clubs of Northeast Florida
 Program Name: Orange Park Jr High School
Boys & Girls Club
Project STEAM-Extreme

Project Number: 165N-2445B-5P006

Reason(s) for the change:


- 2023-2024 Adult Family Member Schedule Deleted
- 2024-2025 Adult Family Member Schedule added
- Section 4 – Building your Program Team – 2024-2025 Team Members have been updated

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

Underscore reflects additions to the previous narrative.
~~Cross-out~~ reflects deletion of language in the previous narrative.


Delete the 2023-2024 Adult Family Member Activities Schedule



Adult Family Member Activities Schedule
2023-2024

Orange Park Jr. High School

Project STEAM Extreme – Orange Park High



5 Sessions Per School Year

Proposed Schedule

	Date	Time	Topic
1.	Fall October 5 th Media Center	6pm	Fall Orientation Recruitment / Retention
2.	Fall December 7 th Media Center	6:30-7:30	Resiliency and Character Building
3.	Spring February 15 th Media Center	6:30	Financial Literacy
4.	Summer May 29 th	6pm	Summer Orientation Recruitment / Retention
5.	Summer June 13 th Cafeteria	6pm	Reading Literacy and Communication

Add the 2024-2025 Adult Family Member Activities Schedule

Adult Family Member Activities Schedule 2024-2025



Orange Park Jr. High School Boys & Girls Club

Project STEAM Extreme

16N-2445B-5P006

5 Sessions Per School Year



Proposed Schedule

Session #	Date	Time	Topic
1.	Fall October 5 th Media Center	6pm	Fall Orientation Recruitment / Retention
2.	Fall December 7 th Media Center	6:30-7:30	Resiliency and Character Building
3.	Spring February 15 th Media Center	6:30	Financial Literacy
4.	Summer May 29 th	6pm	Summer Orientation Recruitment / Retention
5.	Summer June 13 th Cafeteria	6pm	Reading Literacy and Communication

Section 4: Building Your Program Team – 2024 2025 Updates

PROGRAM TEAM MEMBERS

Section 4: Building Your Program Team
Montclair Elementary School

~~PROGRAM TEAM MEMBERS – LETTERS OF COMMITMENT ATTACHED~~

~~Boys & Girls Clubs of Northeast Florida (BGCNF)
Lendward Griffin, Director of Grant Administration, Academic and Enrichment Programs
Other Key Club Staff Including BGCNF's: District Area Director, School Site Coordinator, Lead Teacher, Lead Youth
Development Professional~~

~~Clay County District Schools – Superintendent David Broskie's Designee
Treasure Pickett, K-12 Director~~

~~Montclair Elementary School
Bill Miller, Principal~~

~~Community Stakeholder – Clay Education Foundation
Makayla Buchanan Carolyn Krall, Executive Director~~

~~Montclair Elementary School Parent & Student
Sharon Murray, Parent
Evelyn Murray, Parent~~

~~St Johns River State College
Melanie Brown, Ph.D.
Vice President Academic Affairs, or designated college representative(s)
3.4b Letters of Commitment Upload
Click "Upload a file" to upload Letters of Commitment.
Program Team – Letters of Commitment – Montclair Elementary School.pdf~~

PROGRAM TEAM MEMBERS – Added – Enhanced Format – Next Page



Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)
2024-2025



Orange Park Junior High School – Project STEAM Extreme

PROGRAM TEAM

The Program Team meets 2-3 times annually to review the design and implementation of academic and project-based activities in the afterschool program. In addition, the Program Team will guide in the evaluation of the program data to refine and inform new activities and strategies and to assist with the planning for sustainability when the program ends.

- **Boys & Girls Clubs of Northeast Florida (BGCNF)**
 - Lendward Griffin
Director of Grant Administration, Academic and Enrichment Programs
 - Other Key Club Staff Including BGCNF's: Area Director, School Site Coordinator, Lead Teacher, Lead Youth Development Professional

- **Clay County District Schools - Superintendent David Broskie's Designee**
 - Treasure Pickett, K – 12 Director

- **Orange Park Junior High School**
 - Tania Auguste, Principal

- **Community Stakeholder – Clay Education Foundation**
 - Carolyn Krall, Executive Director

- **Orange Park Junior High School Parent & Student**
 - Parent: Pearl Gyamera
 - Student: William Kyeremateng

- **St Johns River State College**
 - Melanie Brown, Ph.D.
Chief Academic Officer, Sr. Vice President, or designated college representative(s)

Boys & Girls Clubs of Northeast FL
16N-2445B-5P006

FUNDING REQUEST GUIDE

Program Name:		Orange Park Junior High School Project STEAM Extreme	
	Programing Period	Number of students that will receive 21st CCLC services in the indicated components ¹	Funding amount per school.
School Year	Yes	101-150	\$225,000.00
Summer	Yes	101-150	\$150,000.00
TOTAL			\$375,000.00

¹ The number total number of students that will receive 21st CCLC service at each target school.



2024-2025 SITE PROFILE

Agency Name	Boys & Girls Clubs of Northeast Florida	Project Number	16N-2445B-5P006		
Site Name	Orange Park Jr High School – Project STEAM-Extreme			Zip Code	32073
Site Address:	1500 Gano Ave	City	Orange Park	County	Clay
Site Contact Name:	Selena Gallegos	Phone	904-514-4334	Email	SelenaG@BGCNF.org

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Orange Park Jr High School	7, 8	800	100%	7, 8		110	110		
TOTAL					0	110	110	0	0

BEFORE SCHOOL SITE OPERATIONS							
Start Date	N/A		End Date			Total Number of Service Days	
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.	
Start Time							
End Time							
Hours							

AFTER SCHOOL SITE OPERATIONS							
Start Date	8/13/24		End Date	5/16/25		Total Number of Service Days	170
Non-service days	9/2/24, 10/14/24, 11/11/24, 11/25/24, 11/26/24, 11/27/24, 11/28/24, 11/29/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/27/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/6/25, 1/20/25, 2/17/25, 3/17/25, 3/18/25, 3/19/24, 3/20/25, 3/21/25, 3/24/25, 4/11/25, 4/18/25						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	2:00 PM	2:00 PM	2:00 PM	2:00 PM	2:00 PM		
End Time	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM		
Hours	3	3	3	3	3		
Early Release Dates	12/18/23, 12/19/23, 12/20/23			Total Service Days	3	Hours/Day	1

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	N/A					
	Holidays/Break	Total number of Holiday, School Break service days.	Saturday			Total number of Weekend service days.
Start Time			Start Time			
End Time			End Time			
Hours			Hours			

SUMMER SITE OPERATIONS							
Start Date	6/9/25		End Date	7/18/25		Total Number of Service Days	28
Non-service days	6/19/25, 7/4/25						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	9:00 a.m.	9:00 a.m.	9:00 a.m.	9:00 a.m.	9:00 a.m.	N/A	
End Time	5:00 p.m.	5:00 p.m.	5:00 p.m.	5:00 p.m.	5:00 p.m.		
Hours	8	8	8	8	8		

ADULT FAMILY MEMBER SERVICES				
Describe Frequency, Duration, and Dosage:	3 On site programs, 1 hour each, (Literacy, Finance, Resiliency) 2 programs collaborating with the school (orientations, etc.) – 1-2 hours (Recruitment, Retention, Literacy, Finance, and Resiliency)			
Total Number of Sessions	5		Total Number of Adult Family Members Served	55

STUDENT/TEACHER RATIO				
Academic Ratio	10:1		Personal Enrichment Ratio	20:1