



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: BGC of Northeast FL

Project Number: 16N-2443B-3P010

Program Name: IDEA Bassett Charter School Project STEAM Extreme

Section 1: Project Abstract/Summary

Boys & Girls Clubs of Northeast Florida operates the Project STEAM Extreme Program at IDEA Bassett Charter School located at 1845 Bassett Road, Jacksonville, FL, 32208. 110 students are provided afterschool programming from 3:00 p.m. – 6:00 p.m. five days a week for 174 days: August 15, 2022, through May 26, 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.

	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

Section 3: Applicant Capacity

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

IDEA Bassett Charter 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

Duval County Public Schools
Scott Schneider, Chief of Schools

IDEA Bassett Charter School – Principal Designee
Jessica Brown, Assistant Principal of Operations

Community Stakeholder – STEM2 Hub
Frank Robinson, Consultant, Program Director, Afterschool Programs

IDEA Charter School Parent & Student
Latonya Thomas, Parent
Tyler Gibson, Student

Florida State College at Jacksonville
Dr. Tara Haley, LMFT, Ed.D., Dean of Education and Human Services

Section 5: Engaging Stakeholders

ENGAGING STAKEHOLDERS

IDEA Basset Charter School – Project STEAM Extreme

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



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Boys & Girls Clubs of Northeast Florida (BGCNF) hosts ongoing collaborative relationships with IDEA Public Schools - Florida. BGCNF has been serving children who need it most in Duval County over the past 56 years.

Upon release of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) 2022-2023 RFP, 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 these consultations as listed below.

1) IDEA PUBLIC SCHOOL - FLORIDA MEETINGS

April - May 2022: BGCNF Executive leadership met with IDEA Public Schools - Florida leadership to discuss the BGCNF / IDEA Public Schools - Florida 21st CCLC partnership which included discussions regarding facilities/schools, staffing, and in-kind or financial support needed from both partners. IDEA Public Schools - Florida leadership assigned BGCNF a district liaison who worked closely with BGCNF to host. During this time, virtual meetings occurred whenever a concern arose, and it was determined that IDEA Basset Charter School would be a great fit.

2) SCHOOL PRINCIPAL AND ADMINISTRATION MEETINGS

April 2022: BGCNF's Executive Leadership and Programming team member hosted 21st CCLC a Principal meeting at IDEA Basset Charter School. The discussion agenda fully outlined the requirements of the 21st CCLC program, the requirements of each school and the requirements provided by BGCNF. The principal was 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

April - May 2022: Three (3) other key stakeholder meetings, including community partners such as STEM2 Hub and Florida State College at Jacksonville, 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 IDEA Public Schools - Florida follow from 1st – 12th grades. Data, curricula and needs were discussed which led to the 21st CCLC program name: Project STEAM Extreme.

4) PHONE CALLS AND EMAIL COMMUNICATION TO SECURE PARTNERSHIPS

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

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



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links promoting the surveys. This method worked fantastic for the school met or exceeded the expectations.

IDEA Basset Charter School Parent / Student / Teacher Survey Participation

23.8% Parents / Students – Exceeds the required 10%
119 responses out of 500 anticipated students at IDEA Basset Charter School

37.8% of IDEA Bassett Charter School Teachers – Exceeds the required 10%
34 responses out of 90 anticipated teachers at IDEA Basset Charter School

Data collected 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.

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

Section 6: Assessing Program Needs

Assessing Program Needs for IDEA Bassett Charter School (32208)
Grades served by Project STEAM Extreme’s programming: 1, 2, 3, 4, 5, 6

Boys & Girls Clubs of Northeast Florida (BGCNF) utilized information from surrounding schools (32208 zip code) 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 the school.

IDEA Bassett Charter School Link
https://ideapublicschools.org/regions/jacksonville/?npclid=Cj0KCQjwg_iTBhDrARIsAD3Ib5hsVQY2YU8vDObaV8FCePnYVBpWSmwe0_n9uwXhGh-VKUQkgh3DNUMaAgFBEALw_wcB

IDEA Bassett Charter School is designated as a School of Hope, which is a charter school run by a hope operator which serves students from one or more persistently low-performing schools; is located in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater; and is a Title I eligible school. IDEA Bassett Charter School is located in an attendance zone with persistently low-performing schools, meeting all of the above indicators that prove need for academic improvement. The data used to prove need will come from a school within a 5-mile radius with the most favorable proficiency and growth scores of the low-performing schools in the 32208-zip code.

ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS ASSESSMENT

ASSESSMENTS-ACADEMIC ACHIEVEMENT, GROWTH, AND PARTICIPATION



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ACADEMIC ACHIEVEMENT: The Idea School River Bluff campus will accelerate academic achievement for students in grades 1 and 6. Idea accepts all students through lottery but gives priority to students who attend or who are zoned for a persistently low performing (PLP) school. There are five PLP schools in the schools' vicinity which are designated as Title 1 with at least 90% of students participating in the

Free/Reduced School Lunch Program and are identified for support. English Language and Math Proficiency scores are well below the district and state averages and even lower for economically disadvantaged students. For example, in the area of ELA, one of the five schools had 73.2% of their students scoring at level 1 or 2 (non-proficient), 75.7% non-proficiency for economically disadvantaged students, and 81.6% for English Language Learners. The other four schools had similar rankings in both ELA and Math.

GROWTH: School students experienced a growth rate of 51.1% in ELA while the bottom quartile experienced a growth rate of 46.7%. Economically disadvantaged students saw a growth rate (50%) than all students. The growth rate for the bottom quartile of economically disadvantaged students was 47.1%. School students experienced a growth rate of 52.6% in mathematics while the bottom quartile experienced a growth rate of 51.6%. School students scored higher than the county which had a rate of 46.4%. Economically disadvantaged students saw a lower growth rate (45.5%) than all students. The growth rate for the bottom quartile of economically disadvantaged students was 58.8%.

PARTICIPATION: More than 97 percent (97.8%) of students participated in testing. The participation rate for economically disadvantaged and EL learners was 97.9% and 100%, respectively.

ASSESSMENTS-ENGLISH LANGUAGE LEARNERS: English language learners were proficient at a rate of 13% compared to the county rate of 17.2% for Duval County and 20.8% for the state.

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

ACCELERATION: Not enough data at the elementary school level to provide measures.

DISCIPLINE AND ATTENDANCE: Safe Schools data reflect a high rate of Violent Incidents and Drug/ Public Order incidents, ranking 48 out of 87, and 59 out of 87 in Duval County, respectively. Data show that 62.5% of students were chronically absent.

GRADUATION AND POSTSECONDARY: Not enough data at the elementary school level to provide measures.

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.

To achieve parent / teacher / student feedback and data to develop the 21st CCLC programming at IDEA Bassett Charter 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 or emailed teachers and parents and representing students planning to attend the school and those living or working within a 5 mile radius of the 32208 zip code.



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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 four – five (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

23.8% Parents / Students – Exceeds the required 10%
119 responses out of 500 anticipated students at IDEA Basset Charter School

37.8% of IDEA Bassett Charter School Teachers – Exceeds the required 10%
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Data collected 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.

IDEA Bassett Charter School’s Project STEAM Extreme includes:

- HOMEWORK HELP
- ACADEMIC- Math and English Language Arts (ELA)
- STEM ACTIVITES
- ARTS, MUSIC, AND DANCE
- CHARACTER EDUCATION AND SOCIAL SKILLS
- FITNESS, HEALTH, AND WELLNESS

Teachers overwhelming 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 ACITVITIES THAT STUDENTS AND FAMILIES WOULD LIKE TO SEE IN THE COMMUNITY LEARNING CENTER

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)
75% Student stated they needed homework help



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97% Teachers stated their students needed homework help,
88% Parents stated that their students needed homework help

ELA HELP

70% Student stated they needed ELA help

100% Teachers stated their students needed ELA help,
59% Parents stated that their students needed ELA help

MATH HELP

66% Student stated they needed Math help
100% Teachers stated their students needed Math help,
52% Parents stated that their students needed Math help

2) STEM ACTIVITIES

PROGRAMMING: Providing STEM program and activities through the STEM2 Hub curriculum. 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:

75% of Students
74% of Parents
79% of Teachers

RATIONALE FOR ACADEMIC SUPPORT: Sixty-two percent of students were non-proficient in Math. Seventy-three percent were non-proficient in ELA. Science achievement had declined for three consecutive years with a current rate of proficiency at 33%.

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:

83% of Students
64% of Parents
86% Teachers

CHARACTER EDUCATION AND SOCIAL SKILLS

PROGRAMMING: SMART Moves and Youth of the Month

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

78% of Students
92% of Teachers



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39% of Parents

ARTS, MUSIC, AND DANCE

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

79% of Students stated that they would like to participate in Arts, Music, and Dance

47% of Teachers- they would recommend programming in the Afterschool and Summer programs

82% of Teachers say that students want to participate Arts, Music and Dance

74% of Parents say that their children would like to participate in Arts, Music, and Dance

IDENTIFY ASSESTS AND GAPS IN THE COMMUNITY

During the needs assessment phase, IDEA Bassett Charter School’s principal, parents, students, and key community partners and stakeholders had high participation levels and were fully engaged. IDEA Charter School Jacksonville’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.

IDEA Charter School Jacksonville stakeholders identified a strong need for 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

ELEMENTARY SCHOOL ACTIVITIES

BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA

IDEA Bassett Charter 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 post-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

- * Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas (Fuchs et al., 2021).
- * Mathematical Language: Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts (Fuchs et al., 2021).
- * Word Problems: Provide deliberate instruction on word problems to deepen students’ mathematical understanding and support their capacity to apply mathematical ideas (Fuchs et al., 2021).
- * Teach students to use the writing process for a variety of purposes (Graham et al., 2012).
- * Assist students in monitoring and reflecting on the problem-solving process (Woodward et al., 2012).

TIER 3 INTERVENTIONS INCLUDED

- * Connect and integrate abstract and concrete representations of concepts (Pashler et al., 2007).

TIER 4 INTERVENTIONS INCLUDED

- * 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).



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- * Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned (Pashler et al., 2007).
- * Provide daily time for students to write (Graham et al., 2012).
- * Create an engaged community of writers (Graham et al., 2012).

REFERENCES

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J.,

Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades* (WWC 2021006). 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 research-based. 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.

NEED ALIGNMENT: As noted by the needs assessment, there is a significant need for reading and mathematics support among the targeted elementary 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 mathematics 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 elementary school students. All tiers noted for the reading and mathematics 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 and mathematics activity component. The following recommendations are incorporated into the BrainChild Achiever curriculum and self-directed online learning process.

TIER 1 INTERVENTIONS INCLUDED

- * Build students' decoding skills so they can read complex multisyllabic words (Vaughn et al., 2022). 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).
Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas (Fuchs et al., 2021).
- * Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts (Fuchs et al., 2021).
- * Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures (Fuchs et al., 2021).
- * Number Lines: Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics (Fuchs et al., 2021).
- * Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas (Fuchs et al., 2021).
- * Timed Activities: Regularly include timed activities as one way to build fluency in mathematics (Fuchs et al., 2021).
- * 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).

TIER 2 INTERVENTIONS INCLUDED

- * Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Foorman et al., 2019).

- * 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).
- * Expose students to multiple problem-solving strategies (Woodward et al., 2012).
- * Help students recognize and articulate mathematical concepts and notation (Woodward et al., 2012).

TIER 3 INTERVENTIONS INCLUDED

- * Teach students how to use reading comprehension strategies (Shanahan et al., 2010).
- * Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Shanahan et al., 2010).
- * Establish an engaging and motivating context in which to teach reading comprehension (Shanahan et al., 2010).

TIER 4 INTERVENTIONS INCLUDED

- * Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Foorman et al., 2019).
- * Guide students through focused, high-quality discussion on the meaning of text (Shanahan et al., 2010).
- * Select texts purposefully to support comprehension development (Shanahan et al., 2010).

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STEM ACADEMIES

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

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

- * 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

- * 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 components 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 provide 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: While the “What Works Clearinghouse” (WWC) does not include interventions in health and wellness, the needs assessment clearly indicates the importance of providing health and wellness activities within the proposed 21st CCLC program. 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, deGreeff and colleagues (2014) studied 544 students and found cardiovascular fitness was significant predictors of student academic performance in both mathematics and English Language Arts. Research by Van Dusen and colleagues (2011) utilized data from 254,743 students and found physical fitness levels were positively related to academic performance, with cardiovascular fitness showing the largest association independent of socio-demographic variables (e.g., age and gender) (Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Both of these students would meet requirements for “Tier 1” evidence under the What Works Clearinghouse (if the Clearinghouse included non-academic interventions). More specific to Florida, research conducted with 132 students in Florida found a significant relationship between physical fitness and academic performance, as measured by Florida statewide assessments (Wingfield, Graziano, McNamera, & Janicke, 2011). Finally, through a systematic review of 26 peer-reviewed research studies, researchers found an association between increased physical fitness and improved academic performance and executive function (Sánchez, et al., 2022), with the researchers calling for increased hours of physical education to “more effectively develop the cognitive aspects” of students.

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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.

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



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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.

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, a longitudinal experimental-design study found that arts education, particularly integrating arts into educational settings, produced “consistent and significant gains” in elementary school student academic achievement measured by standardized tests of English language arts (as compared to a control group) (Peppler et al., 2014). 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). Further, 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 selfmanagement and coping. Completing this component prepares students to participate in SMART Moves: Core and more. Includes 10 sessions.

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.

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 possesses and cultivating them so that they learn what it means to be a leader.

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, a study of 681 elementary schools explored whether character education programs inside the school impacted academic achievement, with the study finding that schools with higher implementation of character education also had higher academic achievement (Benninga et al., 2003). 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 nonstandardized 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).

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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 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:



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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.

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 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.



21st Century Community Learning Centers



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 include 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.

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.



21st Century Community Learning Centers



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.

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



21st Century Community Learning Centers



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.



21st Century Community Learning Centers



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.

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)



21st Century Community Learning Centers



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.

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)



21st Century Community Learning Centers



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 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.



21st Century Community Learning Centers



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 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



21st Century Community Learning Centers



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 considers 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.

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



21st Century Community Learning Centers



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

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.

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



21st Century Community Learning Centers



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

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 FL Project Number: 16N-2443B-3P010
Program Name: IDEA Bassett Charter School Project STEAM Extreme

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 IDEA Bassett Charter School located at 1845 Bassett Road, Jacksonville, FL, 32208. 110 students in grades 1-6 are provided afterschool programming from 3:00 p.m. – 6:00 p.m. five days a week for 174 days: August 15, 2022, through May 26, 2023. 110 students in grades 1-6 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 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-4P010
Program Name: IDEA Bassett Charter School
Boys & Girls Club
Project STEAM-Extreme

Reason(s) for the change:

Program Team Member Update and Addition of the 2024 Adult Family Member Services Schedule

This change includes: Additions ~~Deletions~~ Both

Narrative Language:

Section 4: Building Your Program Team

IDEA Bassett Charter School – Project STEAM Extreme

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

Duval County Public Schools
Scott Schneider, Chief of Schools

IDEA Bassett Charter School –
Principal – Patricia Jackson
~~Principal Designee~~
~~Jessica Brown, Assistant Principal of Operations~~

Community Stakeholder – STEM2 Hub
Frank Robinson, Consultant, Program Director, Afterschool Programs

IDEA Charter School Parent & Student
Latonya Thomas, Parent
Tyler Gibson, Student

Florida State College at Jacksonville
Dr. Tara Haley, LMFT, Ed.D., Dean of Education and Human Services

Adult Family Member Activities Schedule 2022-2023



IDEA Bassett Charter



Project STEAM Extreme – IDEA Bassett

5 Sessions Per School Year

Proposed Schedule

	Date	Time	Topic
1.	Fall October 4th	6p	Fall Orientation Recruitment / Retention
2.	Fall December 8 th	6p	Reading Literacy and Communication
3.	Spring March 9th	6p	Financial Literacy
4.	Summer 05/29/23	6p	Summer Orientation Recruitment / Retention
5.	Summer June 29th	1p	Wellness and Nutritional Literacy



Adult Family Member Activities Schedule 2023-2024



IDEA Bassett Charter

Project STEAM Extreme – IDEA Bassett

5 Sessions Per School Year

Proposed Schedule

	Date	Time	Topic
1.	Fall October 4th	6p	Fall Orientation Recruitment / Retention
2.	Fall December 7 th	6p	Reading Literacy and Communication
3.	Spring March 9 th	6p	Financial Literacy
4.	Summer May 29 th	6p	Summer Orientation Recruitment / Retention
5.	Summer June 29 th	1p	Resiliency and Character Building

Appendix A Continuing Improvement 2024-25

Agency Name: Boys & Girls Clubs of Northeast Florida
 Program Name: IDEA Basset Charter School
Boys & Girls Club
Project STEAM-Extreme

Project Number: 165N-2445B-5P010

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

IDEA Bassett Charter
Project STEAM Extreme – IDEA Bassett

5 Sessions Per School Year



Proposed Schedule

	Date	Time	Topic
1.	Fall October 4th	6p	Fall Orientation Recruitment / Retention
2.	Fall December 7 th	6p	Reading Literacy and Communication
3.	Spring March 9 th	6p	Financial Literacy
4.	Summer May 29 th	6p	Summer Orientation Recruitment / Retention
5.	Summer June 29 th	1p	Resiliency and Character Building

Add the 2024-2025 Adult Family Member Activities Schedule

Adult Family Member Activities Schedule 2024-2025



IDEA Bassett Charter School Boys & Girls Club



Project STEAM Extreme

16N-2445B-5P010

5 Sessions Per School Year

Proposed Schedule



Session #	Date	Time	Topic
1.	Fall October 4, 2023	6p	Fall Orientation Recruitment / Retention
2.	Fall December 7, 2023	6p	Reading Literacy and Communication
3.	Spring March 9, 2024	6p	Financial Literacy
4.	Summer May 29, 2024	6p	Summer Orientation Recruitment / Retention
5.	Summer June 29, 2024	1p	Resiliency and Character Building



Section 4: Building Your Program Team – 2024 2025 Updates

IDEA Bassett Charter School – Project STEAM Extreme

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~~

~~Duval County Public Schools~~

~~Scott Schneider, Chief of Schools~~

~~IDEA Bassett Charter School –~~

~~Principal – Patricia Jackson~~

~~Principal Designee~~

~~Jessica Brown, Assistant Principal of Operations~~

~~Community Stakeholder – STEM2 Hub~~

~~Frank Robinson, Consultant, Program Director, Afterschool Programs~~

~~IDEA Charter School Parent & Student~~

~~Latonya Thomas, Parent~~

~~Tyler Gibson, Student~~

~~Florida State College at Jacksonville~~

~~Dr. Tara Haley, LMFT, Ed.D., Dean of Education and Human Services~~

PROGRAM TEAM MEMBERS – Added – Enhanced Format – Next Page



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



BOYS & GIRLS CLUBS
OF NORTHEAST FLORIDA

IDEA Bassett Charter 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

- **IDEA Public Schools, Florida**
 - Adam Miller, Executive Director, or His Designee

- **IDEA Bassett Charter School**
 - Principal – Patricia Jackson

- **Community Stakeholder – STEM2 Hub**
 - Frank Robinson, Consultant, Program Director, Afterschool Programs

- **IDEA Bassett Charter School Parent & Student**
 - Parent: Latonya Thomas
 - Student: Tyler Gibson

- **Florida State College at Jacksonville**
 - Dr. Tara Haley, LMFT, Ed.D., Dean of Education and Human Services

Boys & Girls Clubs of Northeast FL
16N-2445B-5P010

FUNDING REQUEST GUIDE

Program Name:		IDEA Bassett Charter 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.

