



## THE PLAYERS Championship - Project Osceola STEAM+L



### 3.1 Project Abstract / Summary (0)

The Boys & Girls Clubs of Northeast Florida (BGCNF) offers Project Osceola STEAM+L (Science Technology Engineering Arts and Math plus Literacy) at THE PLAYERS Championship Club at 555 West King Street, St. Augustine, Florida in collaboration with Osceola Elementary School located at 1605 Osceola Elementary Road, St. Augustine, Florida to 60 1<sup>st</sup> – 5<sup>th</sup> grade elementary students from 3:30 – 6 p.m. weekdays, 2:30 – 6:00 p.m. early release days and 9 a.m. – 5 p.m. non-school days and summer. Bus Transportation from the school to the TPC Club is available. Our Club and services are fully open to all children in the community.

All students are provided academic learning and enrichment programs as follows: Five (5) hours weekly of academic learning the needs of their school core curriculum. And, for 7.5 hours weekly, students are engaged in enrichment activities including literacy and math enrichment; robotics and STEM learning; and healthy living and arts initiatives. Student Ratios: Academic / Certified Teachers 10:1 and Enrichment / Non-Academic 20:1

### 3.2 Community Notice and Needs Assessment (7)

#### 3.2.a. Community Notice

The Boys & Girls Clubs of Northeast Florida posted a Public Notice in our “What We Do – 21<sup>st</sup> CCLC” section of our website on July 25, 2018 to provide information about our intent to apply for this grant <http://www.bgcnf.org/21stcentury/>. Additionally, on July 25, 2018, a Public Notice was created and placed at the entrance to our main corporate offices at our General Service Center at our NFL YET Club at 555 West 25<sup>th</sup> Street, Jacksonville. We also posted a notice at the administrative office our target school. Our 21<sup>st</sup> CCLC RFP application has also been discussed amongst members of our various boards and with key stakeholders in the St. Augustine community.

#### 3.2.b. Needs Assessment

This grant was developed and designed to serve students from Osceola Elementary School



## THE PLAYERS Championship - Project Osceola STEAM+L



and to provide afterschool services at THE PLAYERS Championship Boys & Girls Club.

This school serves 780 elementary aged children with 100% of families who qualify for the free or reduced fee lunch program.

According to the U. S. Census (2016), St. Johns County is a vastly growing county with a current population of 235,087 residents – having grown 20% in just the past five years. This has exacerbated the devastating effects of poverty with declining budgets and fewer resources per family. For the zip code where the Club is located a low per capita income of \$22,539 is underscored with 22.2% of all families with children living in poverty and 46.9% of female headed households living in poverty (Census, 2016). Furthermore, taken the Census Tract 203 where the Club is located, these figures present an even more desperate situation. The per capita income drops to \$18,930 which is underscored by 44.1% of all families with children living in poverty and 77.6% of female headed households living in poverty (Census, 2016). THE PLAYERS Championship Boys & Girls Club and Osceola Elementary School are in a part of St. Augustine with high crime neighborhoods, and well known for crime, gangs and poverty. According to the St. Johns County Sheriff's Office overall St. Augustine, FL crime rate is 80% higher than the Florida average and is significantly higher (110%) than the national average. Looking at violent crime specifically, St. Augustine, FL has a violent crime rate that is 69% higher than the Florida considerably higher (106%) than the national average. According to data collected by the U. S. Department of Education and the Center for Disease Control, some of the most common indicators of an at-risk status are: living in poverty; living in a household with a single parent; coming home to a house with no adult supervision between 2 p.m. and 7 p.m.; having an adverse childhood experience such as abuse or domestic violence; having a family member who is drug addicted; or having a family member who is incarcerated. Unfortunately, as indicated above children served by THE PLAYERS Championship and Osceola Elementary School fall into more than one of these categories.



## THE PLAYERS Championship - Project Osceola STEAM+L



To determine the needs of the families and children who will be served by the program, BGCNF conducted a Needs Assessment Survey with parents of children who attend the targeted school. The assessment revealed that 85% of the parents would utilize an afterschool program if it was available to them. Furthermore, the parents indicated they were interested in activities associated with technology, discovery, literacy and arts for the educational enrichment of their children. Most parents, 90%, indicated they had not graduated high school and would be interested in additional adult learning opportunities.

### **3.3 Dissemination of Information (5)**

Our project director will disseminate information via informational flyers, parent & family orientation packages. Staff will entertain questions and lead people to our BGCNF 21<sup>st</sup> CCLC portion of the website and provide Club tours when necessary.

Within 5 days of receiving notice of funding, our BGCNF.org website will be updated to include details of the Project Osceola STEAM+L 21<sup>st</sup> CCLC grant, including program descriptions, addresses, links of feeder schools, hours of operation, contact for the program directors and site coordinators, and a copy of the approved grant narrative. Our website administrator will update the site at least once a month to highlight student progress and special projects.

### **3.4 Target Population, Recruitment and Retention (10)**

#### Target Population

As part of this grant proposal, BGCNF will be serving students who meet the priorities for the 21<sup>st</sup> CCLC program. Specifically, our project director will work with Osceola Elementary administration to target students who are receiving less than a “c” grade and who are in the lowest 25<sup>th</sup> percentile within enrollment. We will target students from 1<sup>st</sup> through 5<sup>th</sup> grades.

#### Target School

Osceola Elementary School, 1605 Osceola Elementary Road, St. Augustine.

St. Johns County School District - School Grade: D, 100% Free & Reduced Lunch



## THE PLAYERS Championship - Project Osceola STEAM+L



Osceola Students are achieving the following average scores in state testing: 51% English Language-Arts, 60% Math and 48% Science. Many students typically are reading below their grade level, unprepared to pass standardized tests, and may easily fall victim to crime. Research shows that students begin to disengage with formal education as early as the fourth and fifth grades. Students who are disengaged from school are no longer motivated to succeed in school – it is no longer what they see as meaningful or important. Unfortunately, disaffected and disengaged students also influence their peers to disengage – and generally engage with negative activities. Such students are likely to be retained; to fail to earn enough credits; to perform poorly on state assessments; and to fail to graduate on time (America's Promise Alliance, 2017). We have structured our grant and program to serve Osceola Elementary students with Science, 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.

### Recruitment and Retention

The recruitment and retention of the most at-risk students and those most in need of 21<sup>st</sup> CCLC services will be conducted through established relationships with Osceola Elementary School as identified in this response. The primary strategies to be used to recruit and retain targeted students for enrollment and to achieve consistent, long-term participation in the 21<sup>st</sup> CCLC program are achieved by involving students, parents and school principals and teachers from the very beginning, including through the development of this application. The recruitment strategy has the additional benefit of strengthening our ongoing relationship with the school day, meeting the needs not only of students but of teachers and the schools.

### Recruitment

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



THE PLAYERS Championship - Project Osceola STEAM+L



- Encourage current TPC Club members to recruit their fellow student friends.
- Create recruitment activities designed to target potential students that align with Osceola’s programming.
- Ask teachers and the principal to give referrals for the program.
- Secure a list of school events and have BGCNF TPC staff members attend.
- Based on test scores released in summer 2018, identify and target specific students and their families, using personal invitations and contacts.

Retention

Particularly with secondary students, we acknowledge that 21CCLC 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 will:

- 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 21<sup>st</sup> CCLC program, including helping parents to solve attendance barriers.
- Routinely share information about the 21<sup>st</sup> CCLC programs to parents as they pick up their children and integrate information to keep their children engaged as part of our Resilient Kidz adult family member program activities.
- Work directly with Osceola’s school administration in time of need to retain a student.

**3.5 Time and Frequency of Service Provision for Students & Adult Family Members (5)**

The following information is attached to this proposal:

Section 10 Site Profile Worksheet

Section 14 Attachments:

Sample afterschool, early release, non-school & summer days

Adult family planning schedules



## THE PLAYERS Championship - Project Osceola STEAM+L



### Adult Family Member Program Activities

- Areas Covered:* Engaging adult family members
- Duration:* All Year - Afterschool and Summer, 6 (1-2 hour) sessions
- Assessment:* Participation, Pre and post surveys, Student grades, Standardized test scores and Graduation rates.

The BGCNF recognizes the importance of engaging families to ensure the best outcomes for the youth we serve. Out of school programs play a unique role in the meaningful engagement of families in their child's life. In order to fully engage adult family members, BGCNF partners with Resilient Kidz and leverages the "Raising Highly Capable Kids" curriculum to effectively implement this family engagement programs at THE PLAYERS Championship Club. BGCNF staff are trained to understand the importance of the program, its relevance and impact on student academic performance. We are delighted to partner with the Resilient Kidz program in the delivery of service for our adult family engagement programs.

Resilient Kidz is a 501c3 educational organization created to champion the needs of children and to equip parents to build thriving, healthy families through research, community initiatives and reliable content. Resilient Kidz™ has developed an Adult Family Member Program to help parents raise healthy, caring, and responsible children. The program, Raising Highly Capable Kids™ teaches parents about the Search Institute's 40 Developmental Assets in the categories of Supporting Children, Empowerment, Setting Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity. Parents listen to presentations, hold discussions, and engage in activities to help them apply what they learn in their own homes. Raising Highly Capable Kids™ is being implemented in 32 communities across nine states. At the end of the program parents participate in a graduation and receive a certificate.



## THE PLAYERS Championship - Project Osceola STEAM+L



Additionally, THE PLAYERS Championship Club will provide regular activities to engage the parents in the activities of the Club and the youth including:

- Family Math & Literacy Night – where parents are invited and encouraged to come to the center to read a book with the children;
- Project STEAM+L (Science Technology Engineering Arts Math plus Literacy) Night – where parents are invited to explore the programs and outcomes as showcased by their children;
- Family Culinary Night– where parents get to experience and interact with their children through food.

The adult family program focuses on deepening local community efforts. Families and communities thrive best when marriages are healthy and parents are fully engaged with their children. The curriculum will include elements of the following sessions:

1. Parent / Student Orientation – Starting Well
2. Thanksgiving – Unity Amongst Family
3. Annual Christmas Gathering – Schoolhouse Rock
4. Creating Character
5. Three Thumbs Up
6. Graduation – Just the beginning

### **3.6 Program Evaluation (10)**

Evaluation is a critical component of Project Osceola STEAM+L. The Boys & Girls Clubs of Northeast Florida (BGCNF) values the opportunity to learn from an objective perspective and is committed to making mid-course corrections where data show that the program is not performing optimally for students or for their families. BGCNF finance, operations and development/grants administration staff meet weekly to discuss process improvements based on data. Our team



## THE PLAYERS Championship - Project Osceola STEAM+L



understands the important role of a 21<sup>st</sup> CCLC evaluator, and is prepared to make adjustments based on data outcomes.

BGCNF intends to contract with Ethica, LLC, for evaluation services. Ethica, LLC is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research. Ethica's senior partners, Dr. Cheryl Sattler and Dr. John Lockwood, have over 50 combined years of experience providing independent, actionable evaluations and data collection support to school districts, non-profit organizations, and education companies, including several current 21<sup>st</sup> CCLC grantees. They are experts in survey construction, both quantitative and qualitative research, and understand the realities of working with school systems and students. Ethica is particularly well-known for its useable information. While meeting all reporting guidelines necessary for state and federal government, Ethica strives to provide the kind of practical information that assists program directors in refining their programs and increasing student success. Neither Ethica nor Drs. Sattler or Lockwood have any relationship to the Boys & Girls Clubs of Northeast Florida.

Evaluation Activities – In order to provide a comprehensive overview both of the programmatic activities (typically measured qualitatively) and the academic benchmarks that are a core component of 21<sup>st</sup> CCLC (typically measured quantitatively), the evaluation will utilize a mixed-method approach. Data collection begins with the needs assessment, measuring the extent to which those needs are met through appropriate project objectives, and ensuring that appropriate data are collected to enable thorough analysis. Based on extensive research on afterschool programs, the following variables will be included in the evaluation: characteristics and demographics of program sites; program operations; demographics of participants; program structure and activities; program attendance; academic achievement in English/Language Arts, Math, and Science; non-cognitive outcomes such as resiliency; school attendance; family activities; and family engagement. All of these require collecting data – but the hallmark of a well-



## THE PLAYERS Championship - Project Osceola STEAM+L



designed evaluation is that it provides information at the points where decisions need to be made, without interfering with the program itself or taking time away from students. Therefore, Ethica LLC will conduct its evaluation work in a non-intrusive manner, utilizing site visits (to observe programs in operation), personal surveys and interviews with program staff (outside of program time), and parent surveys (if feasible) as well as family focus groups in addition to analyzing the quantitative data that will be collected from the District. Three key points in time are most relevant for a program to receive evaluation recommendations: (1) when a new program is starting up, to refine measures and objectives and to ensure that the needs identified in the needs assessment are clearly linked with program activities; (2) at mid-year, when mid-term academic data are available, so that programs can make mid-course corrections; and (3) at the end of each year, when the program can be shaped for the upcoming year. The proposed evaluation will provide recommendations at these three key points, as well as through regular, ongoing communication with program staff. Formative evaluation (January) will provide an initial look at the program's implementation, comparing the plan with what's actually taking place; and (2) summative evaluation (August) will provide reporting of student progress as defined by the grant objectives. The evaluation will focus on both formal (e.g., surveys and observations) and informal (e.g., meetings) techniques to guide incremental changes in the program, adopt or adapt ways to measure and improve outcomes, and discontinue or modify activities that show limited value. The external evaluator will be responsible for the design of all evaluation instruments and for the analysis of all data, including constructing or identifying developmentally appropriate surveys and assessments; conducting on-site observations of the program; and writing formative and summative reports. Quantitative data such as test scores and close-ended survey responses will be analyzed with descriptive statistics, while qualitative data will be analyzed thematically.

As part of the program evaluation effort, BGCNF has an Advisory Board at THE Players Championship Club. The Advisory Board comprises of at least two parents one school-day



## THE PLAYERS Championship - Project Osceola STEAM+L



teacher and members of the non-profit, private sector and governmental agencies that meets twice yearly. Our advisory board reviews evaluation reports, program operations and sustainability and review and discuss current or future program needs and concerns.

### 3.7 Approved Program Activities (20)

Project Osceola STEAM+L engages students in the Science, Technology, Engineering, Arts (culinary and drama), Math and Literacy areas. STEM and STEAM have become popular vehicles for youth activities. Here, we view them as the organizing framework for a variety of activities to challenge, captivate, and motivate students. We have added literacy to specifically acknowledge that literacy is the building block for students' current and future success. Without literacy – academic, personal, and technological – students cannot thrive in today's society.

During a typical week Osceola Elementary School students are actively engage in their English, Math and Science classes. After school, the students ride the bus to THE Players Championship Boys & Girls Club to participate in additional academic enrichment through Project Learn and engage in project based and experiential learning environments with our STEAM + L programming as outlined below. Please see our sample after school, early release, non-school, and summer schedules in Attachment 14 to follow our students in a typical week.

#### **Project Learn – (An Evidence-Based Program)** Boys & Girls Clubs of America

*Areas Covered:* Academic Learning, Homework Help, Academic Enrichment

*Duration:* Afterschool and Summer– 5 hours weekly

*Assessment:* School grades, Algebra scores, Graduation rates

In an effort to ensure that members achieve great futures, BGCNF implements Project Learn, an evidence-based BGCA targeted program. Participation in this program has shown to help drive academic success for youth. Highlights of the program include:

- Homework help for students so that they will develop a daily habit of completing assignments and preparing for class;



## THE PLAYERS Championship - Project Osceola STEAM+L



- Individual or small-group tutoring to help youth gain proficiency and to excel in needed subject areas;
- Regular implementation of high-yield activities, in which youth participate in fun, intentional activities designed to expose young people to skills and information needed for school success;
- School-Club-family partnerships to support youth academically; and
- Recognition of all members for their academic achievements.

When young people enjoy learning and feel a sense of accomplishment, they are more likely to finish school and go on to post-secondary education or additional job training- and to become the lifelong learners we want them to be. Project Learn was developed by (BGCA) to engage young people in learning, encourage them to succeed in school and help them become lifelong learners. This program helps drive positive outcomes for youth in the academic success by allowing participating youth to receive the following benefits:

- Individualized, structured learning experience;
- Improved attitude toward learning in the school and afterschool;
- Self-paced and self-directed learning;
- Practical application of skills taught in the classroom;
- Remedial support as needed;
- Improved self-esteem;
- Improved grades in school; and
- Improved behavior.
- Triple Play: A Game Plan for Mind, Body and Soul
- Triple Play is a dynamic wellness program that is designed to help youth create opportunities to take charge of their personal health and wellness.
- Help Kids Create Healthy Habits



THE PLAYERS Championship - Project Osceola STEAM+L



**Triple Play – A BGCA Research-based Program**

- Areas Covered:* Health & Nutrition / Exercise
- Duration:* Afterschool and Summer – 2-4 hours weekly
- Assessment:* Visual observation

**Whole-Child Development**

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.

**Demonstrated Outcomes**

Youth who participate in Triple Play report double-digit increases in physical activity, improved eating habits and improved relationships with their peers, which have all been linked to positive long-term health outcomes. The metrics are even more significant when considered how health behaviors during adolescence can impact health in adulthood

**Social Determinants of Health**

Research shows that Social Determinants of Health, or environmental factors (where you live, work, learn, play), have a profound impact on overall development and future health.

Adolescents are particularly sensitive to negative social and environmental conditions.

Youth who grow up in communities where there’s an abundance of negative environmental factors and social/economic barriers are at a higher risk for negative health outcomes in adulthood. As a result, it’s even more critical that youth develop the necessary skills to protect against these negative factors and create positive opportunities for themselves and future generations.



## THE PLAYERS Championship - Project Osceola STEAM+L



A Game Plan for the Mind, Body and Soul is BGCA's proven health and wellness program co-sponsored by the Anthem Foundation and founding partner The Coca-Cola Company. Since launching in 2005, Triple Play has made more than 14.4 million connections with kids and teens, promoting the importance of physical activity and proper nutrition through the program's three components: mind, body and soul.

- **Healthy Habits (Mind):** 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.
- **Daily Challenges (Body):** Intentional focus on physical literacy: Ability - Increasing capability in basic movement skills and overall fitness; Confidence -the knowledge of the ability to play sports or enjoy other physical activities and Motivation- the intrinsic enthusiasm for physical activity for members to be physically active for life.
- **Social Recreation (Soul):** Emphasis on social and emotional development, or the social, cognitive, and behavioral skills that youth need to be healthy and productive. There is an explicit focus on emotional regulation, healthy relationships (with self and others), and responsible decision-making.

### **STEM and Robotics**

*Areas Covered:* Science, Technology, Engineering and Math (STEM)

*Duration:* Afterschool and Summer– 4 hours weekly

*Assessment:* Assessments, Tests, Competitions

Exposure to science, technology, engineering and math is critical during the elementary years, when student's natural curiosity drives interest and builds capacity for success in



## THE PLAYERS Championship - Project Osceola STEAM+L



these disciplines. Curiosity becomes exploration, and exploration becomes innovation – and innovators are America’s future.

BGCNF has partnered with STEM 2 HUB to develop a pipeline of diverse talent by supporting STEM and strategic education programs and initiatives that align to the business needs of industry. This partnership will provide volunteers to assist and train staff in STEM programming and the robotics programs. Support and guidance will be given to encourage students to compete in regional STEM competitions in robotics, coding, physics and medicine.

Students start with building blocks and, at each stage in their STEM journey, add new engineering elements and design challenges all the way through programmable robotics. Students begin with fundamentals like how to make things strong and how to make things move. As students mature, they are introduced to concepts that apply mechanical and structural engineering; Computer Aided Design and 3D Printing; the mechanical, programmable, and sensor driven aspects of robotics; and integrated STEM projects that explore professional design cycles.

In addition to the STEM 2 HUB robotics experience, staff uses elements Mindworks curriculum and resources from the Boys & Girls Clubs of America *Everything STEM*, a research-based program to provide additional enrichment for elementary students. See research-based data on curriculum assessments in Attachment 14.

### **i-Ready (Literacy and Math)**

<i>Areas Covered:</i>	Academic Learning focused on Literacy and Math, Homework Help, Academic Enrichment
<i>Duration:</i>	Afterschool and Summer– 5 hours weekly
<i>Assessment:</i>	School grades (math & reading), Improvements in reading and math levels within the i-Ready assessment platform, Graduation rates



## THE PLAYERS Championship - Project Osceola STEAM+L



i-Ready is an online assessment and intervention program based on the latest current research in both literacy and mathematics. The diagnostic exam students take three times a year is an accurate indicator of progress on learning standards as well as a predictor of performance on the student state assessment. This diagnostic exam sets an individualized course of study in both language arts skills and math that supports each student in their next steps of learning. This individualized course of study can then be supported through both small group, adult-led intervention and reteaching along with practice online in an individualized manner. Students across the nation are using this program and achieving greater results than students who are not using this program. St. Johns County School District, which includes Osceola Elementary School, has adopted this program as its online progress monitoring tool as well as primary intervention for students needing further Tier 2 and 3 assistance.

In full collaboration with the needs of students at Osceola Elementary School, 60 students begin five hours of academic learning and measurement through the i-Ready technology platform guided by certified teachers. During that same time, students will participate in experiential math and literacy fun, through innovative gaming and programs. In addition, teachers will engage students in targeted reading by introducing appropriate book topics that augment their afterschool learning: Robots, STEM books, Healthy Living, Culinary and Cooking, and Music, Drama, Dance and Visual arts.

### **Healthy Living – Culinary Arts** (Boys & Girls Clubs of Northeast Florida)

*Areas Covered:* Healthy Living – Culinary Arts

*Duration:* All Year - Afterschool, Summer 1 – 2 hours / week

*Assessment:* Participation, Pre and post tests

Every teacher has been asked, “Why do I need to know this?” Research shows that authentic learning – learning that has a purpose – is much more compelling, drawing students in and capturing their imaginations. This is especially critical for today’s youth, who are distracted by



## THE PLAYERS Championship - Project Osceola STEAM+L



social media as well as their own social lives. The BGCNF Culinary Arts Program at THE PLAYERS Championship Club runs for 50 weeks and serves students a minimum of one (1) hour per week. The program will be spearheaded through our UF/IFAS Extension Family Nutrition Program (FNP) partnership focused on students to take control of their health. FNP staff teach students how to eat healthy and to get physically active in order to reduce the risk of obesity and chronic disease. FNP will offer free nutrition education at THE PLAYERS Championship Club. All FNP and BGCNF programs are meaningful, academically based afterschool project-based and experiential activities with pre- and post-tests. Staff develop collaborative programs to help elementary students have access to healthy foods and change the environment to make choices about food and fitness.

There are two main focus areas at THE PLAYERS Championship Club: 1) Gardening, both, in the ground and in a tower garden; and 2) a culinary arts cooking program that uses fresh produce and kid-safe cookware with hands-on participation and healthy living messages wrapped into each session.

The Boys & Girls Clubs of Northeast Florida owns a city bus that has been converted into a mobile produce stand – *Ready 4 Veggies*. BGCNF uses this bus as a student showcase. Students engaged in Healthy Living – Culinary Arts program will have the opportunity to showcase their work and learning three times a year, fall and spring afterschool and once during summer camp, by working in the bus and providing cooking samples to the public. In addition, adult family members will be involved throughout the program to experience their child’s work through our parent engagement programs. Eating and meal planning is a family affair, and healthy living must involve both parents and students to be successful.

### **Economics of Healthy Eating** (Junior Achievement of North Florida)

*Areas Covered:* Healthy Living Culinary Arts

*Age Groups:* Elementary School



## THE PLAYERS Championship - Project Osceola STEAM+L



*Duration:* Summer

*Assessment:* Participation, Pre and post tests, Certification

The Economics of Healthy Eating combines economics and budgeting with dietary education. This program teaches students the importance of healthy food choices and balancing both a financial budget and nutrition. At the conclusion of the program BGCNF students will board a bus on a field trip to be taken to the Jacksonville Farmers Market for another hands-on experiential learning opportunity. At the Market, the students will pick fruit needed for a recipe they have learned about and budgeted for during the Economics of Healthy Eating program. The students will then take the fruit and recipe card home to share their experience while fostering parental/guardian involvement.

### Economics of Healthy Eating

- Combines economics/budgeting with dietary education.
- Students learn about healthy foods.
- Students will build a healthy fruit salad recipe on a budget.
- Students will keep their personalized recipe cards.
- Students will take a field trip to the Jacksonville Farmers Market.

### The Arts – Drama, Music and Dance

#### DramaMatters

*Areas Covered:* Arts

*Age Groups:* Elementary School

*Duration:* Afterschool and Summer 1 – 2 hours week

*Assessment:* Participation, skill assessments, performances

Osceola Elementary School has a focus on the arts. Upon meeting with the assistant principal, BGCNF realized that if students in our afterschool programs are participating in the arts, they will be excited to “practice” and learn more to improve their skills. The Osceola Elementary School



## THE PLAYERS Championship - Project Osceola STEAM+L



students feed into “art-related” curriculum in their middle and high schools. Therefore, engaging students early-on may inspire them to achieve great heights in the Arts. A drama program will expose students to drama and get them focused on building new skills including music and dance. Young people are interested in arts, so this program can additionally serve as a tool to recruit new students.

BGCNF implements DramaMatters as a platform for learning to inspire students. The goal of the DramaMatters program is to promote students' love of drama, music and dance while increasing their appreciation of this art form, building self-confidence, inspiring creativity and increasing academic achievement. The program includes six drama activities at the beginner level designed with elementary age group in mind. Facilitators choose which activities to implement based on skill level, making adjustments for age-appropriateness as needed. Students participating in DramaMatters will perform during our parent engagement activities, further incentivizing parents to interact with the program and develop meaningful relationships, which are the heart of learning. BGCNF will partner with The Golden Way Project in St. Augustine to bring unique historical drama classes to the Club. Students will take at least one field trip to see a an afternoon theatrical performance to enhance their learning and love for the dramatic arts.

### **3.8 Applicant’s Experience and Capacity (2)**

BGCNF staff has experience with managing federal grants with FDOE 21<sup>st</sup> CCLC, HUD – Community Development Block Grants, USDA food grants and numerous other city and foundation grants

Our development team is made up of 6 individuals at executive, grants administration and community stakeholder levels. An organizational chart is included in Attachment 14 to show our organizational leadership and support structure. Upon receipt of monitoring and audit activities, BGCNF finance, operations and grants administration staff collaborate weekly through meetings and discussions to effectively evaluate, monitor and adjust programs, train staff, and make



## THE PLAYERS Championship - Project Osceola STEAM+L



necessary improvements. BGCNF effectively manages two (2) 21<sup>st</sup> CCLC Grants at two of our clubs serving nearly 200 children. At least 10 staff members have engaged in 21<sup>st</sup> CCLC training and development activities. We are prepared and excited about this opportunity to serve 60 more students in our afterschool programs.

Surveys, questionnaires, among other informative data based assessment tools are issued to the program participants. Staff reviews the data and makes adjustment to programming as needed to enhance student outcomes. Our on-going relationship with the school administration in review and goals of the school improvement plan monthly is critically important to implementing program changes to drive student grade improvements.

Organizational background: The Boys & Girls Clubs of Northeast Florida (BGCNF) is a member of Boys & Girls Clubs of America – the United States' most effective youth development organization. BGCA has been ranked as the top national, youth serving organization, according to the Chronicle of Philanthropy's Top 400 list of philanthropies for the past 18 years. BGCNF works to help young people of all backgrounds develop the qualities they need to gain skills, experience positive peer influence and improve their academic success. For over 50 years, BGCNF has provided quality afterschool programming to our community's disadvantaged youth. BGCNF has demonstrated its capacity to operate afterschool services since the Laurence F. Lee Boys & Girls Club opened in May 1966. The agency currently operates 24 Clubs in Duval County and one (1) Club in St. Johns County, each strategically placed to serving over 5,000 at-risk youth every year. To accomplish its mission in the community, BGCNF utilizes 325+ employees, 200 volunteers, a Board of Governors and an annual revenue of \$6.5 million. BGCNF has successfully applied for, received and administered between \$2 and \$4 million in federal, state and city grant awards each year for over fifteen years.



## THE PLAYERS Championship - Project Osceola STEAM+L



BGCNF is financially managed by a Board of Governors and administered by the President and the Vice President of Operations. The agency is fiscally sound and has received audits with no significant findings for the past several years.

Program Implementation – BGCNF has extensive experience in managing federal, state and local grants and contracts as evidenced by its years of experience receiving government funding from the Office of Justice Programs, Department of Education, Department of Juvenile Justice and Jacksonville Children’s Commission totaling millions of dollars each year which have evaluative measures to drive programmatic changes to enhance student outcomes.

### **3.9 Staffing & Professional Development (5)**

Staffing - The administrative staff at THE PLAYERS Championship Club are extremely experienced in leading, managing and delivering programs serving youth. Our Director of Grant Administration – Programming, Deborah Green-Ward will serve as the operations programming oversight of the programming. Ms. Ward has been with the Boys & Girls Clubs of Northeast Florida and has managed site operations for nearly 10 years. She comes from a managerial background in corporate manufacturing and is accustomed to leading teams and enhancing processes. Our executive leader, Kevin Carrico, is the VP of Operations. Kevin brings over 10 years of non-profit operational management and leadership experience to his position. He holds a Bachelor of Science in Sociology from Florida State University and a Master of Public Administration (MPA) with a concentration in Non-Profit Management from the University of North. Our Project Director, Stacy Sheppard, brings 11 years of 21<sup>st</sup> CCLC experience plus another 10 years’ experience in afterschool programming. Stacy has two master’s degrees. In addition, our TPC Club will employ three (3) certified teachers, three Youth Development Specialists, a family program coordinator, and a program specialist who will oversee data collection and programming. All team members receive training to meet the objectives of the RFP. Our BFCNF organizational and proposed TPC Club organizational charts are provided in Attachment 14 of this proposal.



## THE PLAYERS Championship - Project Osceola STEAM+L



Professional Development - All 21<sup>st</sup> CCCL teachers, program instructors, and other 21<sup>st</sup> CCLC staff are trained on elements of the grant including the funding priorities and provisions of academic, project based and experiential learning methods and activities in culturally appropriate ways. Staff gain a sound understanding of the program design, need, and effective teaching methodology of the 21<sup>st</sup> CCLC program, and the measurable objectives and activities to be offered to our students and their adult family members to ensure that the offerings address community needs. Weekly staff meetings are held that include a training element. Monthly agency-wide training programs occur to keep staff aligned with the goals and objectives of the grant and to enhance student experiences and outcomes via our programs.

BGCNF staff will attend the mandatory FDOE state-wide workshops and rely on the guidance of our Boys & Girls Clubs of Florida Alliance liaison to advise us on specialized trainers in key areas of need. All 21<sup>st</sup> CCLC staff will meet all of the required certification requirements and processes of all necessary licenses required by BGCNF, the St. Johns School District and of the 21<sup>st</sup> CCLC Program.

### **3.10 Facilities (5)**

Project Osceola STEAM+L will be hosted at THE PLAYERS Championship Club at 555 West 25<sup>th</sup> Street, St. Augustine, FL, 32084, a 20,000 square foot full-service Club complete with 5 multi-purpose class rooms to serve the programming spaces and requirement needs in this grant. In addition, the center includes an indoor gymnasium, outdoor field areas, a kitchen and a cafeteria. Our TPC Club is fully accessible to all students and family members in our St. Augustine community.

The TPC Club meets the Boys & Girls Clubs of America capacity guidelines and is positioned to handle growth. THE PLAYERS Championship Club is located within a 2-mile radius of Osceola Elementary School and the student's homes.



## THE PLAYERS Championship - Project Osceola STEAM+L



THE PLAYERS Championship Club has a childcare license exemption from the Department of Children and Families, copy included in Attachment 14.

### **3.11 Safety and Student Transportation (5)**

BGCNF takes the safety and security of the youth it serves very seriously. All 21st CCLC program staff will be required to undergo a FDLE Level II screening and meet all the certification requirements and possess the necessary licenses as required by BGCNF, SJCPS and 21st CCLC. BGCNF will conduct random drug tests and background checks are conducted annually after hire. Staff undergoes screening as required by the Jessica Lunsford Act. BGCNF adheres to all district safety and hiring regulations.

Safety procedures/onsite: Students will be enrolled at the 21st CCLC by having a parent or guardian fill out a detailed membership form. The form gathers contact information, medical information, employment information, demographic information and socioeconomic information. Students sign themselves in and out each day, which will provide the monthly attendance records, as needed. Adult family members are encouraged to pick up their children from the Club each day. Should a parent or guardian not be available to pick their child up at the end of the day, we require that the parent sign a release form and provide an authorized list of individuals for pick-up with proof of identity. BGCNF has a detailed Parent Handbook which includes safe practices and expectations. Our Clubs and teams are compliant with CPR, First Aid, and ongoing in-house and other trainings. BGCNF's safety manual and guidelines addresses a myriad of other safety issues. BGCNF does maintain a small fleet of buses that circulate to/from schools and off-site activities. All Club vehicles undergo regular safety inspections to help prevent safety hazards.

Student travel to and from center – THE PLAYERS Championship is located within two miles from the targeted school. Bus Transportation will be provided by St. Johns County School District from Osceola Elementary to THE PLAYERS Championship Club via bus #13 during all afterschool and early release dates listed in the Site Profile Worksheet. The Club will maintain a list of members



## THE PLAYERS Championship - Project Osceola STEAM+L



who ride the bus from each school and utilize that list to ensure successful member pick up the school location.

### **3.12 Partnerships, Collaboration and Sustainability (8)**

#### **3.12.a. Partnerships**

A Partner's Table and complementing letters of commitment are included in Attachment 13 of this RFP Response.

*It takes a village to raise a child.* (African proverb) BGCNF believes this and acts accordingly. The proposed 21<sup>st</sup> Century Community Learning Center has multiple partnerships at its heart, allowing each partner to do what they do best and giving students the benefits of each. Below is a brief explanation of our partners and their role in supporting our Project Osceola STEAM+L application.

#### ***The UF/IFAS Extension Family Nutrition Program (FNP) – Culinary Arts***

The UF/IFAS Extension Family Nutrition Program (FNP) empowers Floridians with limited resources to take control of their health. FNP staff teach people how to eat healthy on a budget and to get physically active in order to reduce the risk of obesity and chronic disease. FNP will offer free nutrition education at THE PLAYERS Championship Club. FNP and BGCNF staff collaboratively develop programs to help elementary students have access to healthy foods and change the environment for students and their families to make choices about food and fitness.

#### ***Osceola Elementary School***

Osceola Elementary School is an integral partner for THE PLAYERS Championship Club's Science, Technology, Engineering, Arts, Math and Literacy (STEAM+L) Initiatives. Enrichment programming activities in all of these areas will be developed in full collaboration with Osceola's school improvement plan and vision to become a model school of advancement in these areas in St. John's County.

#### ***STEM 2 HUB***



## THE PLAYERS Championship - Project Osceola STEAM+L



STEM 2 Hub partners with organizations like BFCNF that contribute to the development of a pipeline of diverse talent by supporting STEM and strategic education programs and initiatives that align to the business needs of industry. This partnership will provide volunteers to assist and train staff in STEM programming and the robotics programs. Support and guidance will be given to encourage students to compete in regional STEM competitions in robotics, coding, physics and medicine. In addition, STEM 2 HUB will have a representative sit on the Osceola TPC Advisory Board.

### ***Flagler Hospital***

Flagler Hospital has a rich history mixed with innovative technology in historic St. Augustine, Florida. The hospital has consistently ranked among the top 5% in the nation for clinical excellence and patient safety for nearly a decade. Flagler Hospital has an interested in our medical STEM programming and will provide volunteers, tours and presenters to support STEM programming at our TPC Boys & Girls Club. In addition, staff will serve on our Advisory Board.

### ***St. Johns Club***

Partner will provide afterschool Bus Transportation from Osceola Elementary School to THE PLAYERS Championship School for all afterschool and early release days of the school year.

### ***USDA Funded - Meals and Snacks***

Currently THE PLAYERS Championship Club provides meals and snacks through various restaurant relationships and non-profit snack providers. The Boys & Girls Clubs of Northeast Florida staff are finalizing training for the USDA Afterschool Meals Program and will contract with the St. Johns County School District meals contractor to provide the required meals and snacks to our 21<sup>st</sup> CCLC students.

### **3.12.b Collaboration**

From the onset, our relationship with the deputy superintendent of St. Johns County School District and Osceola Elementary School has been one of solid collaboration and vision. They view



## THE PLAYERS Championship - Project Osceola STEAM+L



the 21<sup>st</sup> CCLC as a key opportunity to enhance their school grade via academic improvements in their students. BGCNF staff interfaced with the Osceola Elementary School assistant principal and principal to seek and implement innovative programming in the afterschool space. Our collaboration includes the sharing of student data, including report card grades, standardized test scores, attendance and behavior records. And, BGCNF hires certified teachers from Osceola Elementary School to provide continuity with the school day including before school and afterschool programs. As our 21<sup>st</sup> CCLC grant year progresses, our project director, teachers and school administration will meet to discuss student performance and identify areas to further engage in academic enrichment and to evaluate continued alignment with the Osceola Elementary School improvement plan.

### **3.12.c. Sustainability**

One of the main purposes of this funding is to create an innovative program that is both high-quality and sustainable after the end of federal funding. We understand that the 21<sup>st</sup> CCLC grant is designed to front-load key programming expenditures to allow for successful continuation in those years federal funding is no longer available. The BGCNF Board of Governors and our TPC Advisory Board members are deeply committed to the success of this program at the THE PLAYERS Championship Club and to the St. Augustine community. Fundraising includes: Annual Capital Campaigns, St. Augustine event fundraisers, board donations, corporate outreach and grants. We proactively pursue any and all available sources of private and public financial support for our effort to sustain serving the 60 Osceola Elementary school students. BGCNF will include sustainability funding strategies in our long-range plans.

## Cohort 17 (2018-19) RFP Scope of Work/Narrative Addendum

Agency Name:	Boys & Girls Clubs of Northeast Florida	Project Number:	<b>16N-2449B-9PCC3</b>
Program Name:	THE PLAYERS CHAMPIONSHIP Project Osceola STEAM+L		

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:*

### **3.1 Project Abstract / Summary (0)**

Boys & Girls Clubs of Northeast Florida (BGCNF) offers Project Osceola STEAM+L (Science Technology Engineering Arts and Math plus Literacy) at THE PLAYERS Championship Club at 555 West King Street, St. Augustine, Florida in collaboration with Osceola Elementary School located at 1605 Osceola Elementary Road, St. Augustine, Florida to serve 1<sup>st</sup> – 5<sup>th</sup> grade, ages 6+, elementary students. Service dates and times will be per the site profile worksheet. Bus Transportation from the school to the Club is available. Our Club and services are fully open to all children in the community.

All students are provided academic learning and enrichment programs as follows: Five (5) hours weekly of academic learning that meets the needs of their school core curriculum. And, for 7.5 hours weekly, students are engaged in enrichment activities including literacy and math enrichment; robotics and STEM learning; and healthy living and arts initiatives. Student Ratios: Academic / Certified Teachers 10:1 and Enrichment / Non-Academic 20:1

#### **RFP 3.2**

- THE PLAYERS Championship Club's (TPC's) afterschool and summer programs are open to any student at Osceola Elementary School and surrounding private schools. Sixty (60) spaces are available and a waiting list is kept. The Boys & Girls Clubs of Northeast Florida makes any reasonable accommodations for students with special needs within the parameters of our programs.
- TPC staff meet regularly (usually weekly) with the Principal and/or his or her designated staff to review the Osceola STEAM+L Program, student needs and how each relates to the School Improvement Plan. Programming and individual student plans are reviewed, and changes are made if necessary.
- To determine the needs of the families and children who will be served by the program, BGCNF conducted a Needs Assessment Survey with parents of children who attend the targeted school. The assessment revealed that 85% of the parents would utilize an afterschool program if it was available

to them. Furthermore, the parents indicated they were interested in activities associated with technology, discovery, literacy and arts for the educational enrichment of their children. Most parents, 90%, indicated they had not graduated high school and would be interested in additional adult learning opportunities. TPC Staff receive the grades of the students to determine the academic needs of the students. Staff and teachers collaborate to offer academic enrichment at the site to enhance individual student grades in Math, Science and Literature. Our adult family enrichment plan is a result of survey feedback received from parents prior to the submittal of the grant RFP.

- The demand and need for the proposed services were decided several ways: 1) Meetings with the deputy superintendent and his staff from St. Johns school district; 2) Meetings with Osceola principal, assistance principal and key staff; 3) Existing community advisory board feedback and 4) Adult family- member surveys and conversations.
- Project Osceola STEAM+L has an existing Advisory Board with strong community financial, resources, and volunteer engagement to support the proposed academic and personal enrichment activities listed in the grant. This community Advisory Board is also supported by the community partners listed in the grant such as STEM 2 Hub, Flagler Hospital and U of F Extension Services among others. IN addition, to our partners the TPC has chosen resources such as MindWorks, iReady and Achieve 3000 for programming, all resources that support the school improvement plan. The most critical resource is staffing, training, and support of that staffing, all of which are assets that the Boys & Girls Clubs organization excels.
- The main gap that is served is afterschool support of homework, iReady and academic needs to enrich a student's experience and improve in their grades. Our staff, school and parent engagement plan insure that we tighten the gap with an outcome of student success.

The following engagement activities are held with discussions, actionable outcomes and deliverables.

- Bimonthly Community Advisory Board meetings
- Biweekly or weekly school/club collaboration meetings
- Weekly – Monthly partner engagement meetings
- Surround eligible private schools received a letter outlining the afterschool and summer programming offered to the students and training offered for staff. In addition, BGCNF staff made follow up phone calls to the private schools stressing the opportunity to participate.

### **3.2 Community Notice and Needs Assessment (7)**

#### **3.2.a. Community Notice**

Boys & Girls Clubs of Northeast Florida posted a Public Notice in our "What We Do – 21<sup>st</sup> CCLC" section of our website on July 25, 2018 to provide information about our intent to apply for this grant <http://www.bgcnf.org/21stcentury/>. Additionally, on July 25, 2018, a Public Notice was created and placed at the entrance to our main corporate offices at our General Service Center at our NFL YET Club at 555 West 25<sup>th</sup> Street,

Jacksonville. We also posted a notice at the administrative office of our target school. Our 21<sup>st</sup> CCLC RFP application has also been discussed amongst members of our various boards and with key stakeholders in the St. Augustine community.

### **3.2.b. Needs Assessment**

This grant was developed and designed to serve students from Osceola Elementary School and to provide afterschool services at THE PLAYERS Championship Boys & Girls Club.

This school serves 780 elementary aged children with 100% of families who qualify for the free or reduced fee lunch program.

According to the U. S. Census (2016), St. Johns County is a vastly growing county with a current population of 235,087 residents – having grown 20% in just the past five years. This has exacerbated the devastating effects of poverty with declining budgets and fewer resources per family. For the zip code where the Club is located a low per capita income of \$22,539 is underscored with 22.2% of all families with children living in poverty and 46.9% of female headed households living in poverty (Census, 2016). Furthermore, taken the Census Tract 203 where the Club is located, these figures present an even more desperate situation. The per capita income drops to \$18,930 which is underscored by 44.1% of all families with children living in poverty and 77.6% of female headed households living in poverty (Census, 2016). THE PLAYERS Championship Boys & Girls Club and Osceola Elementary School are in a part of St. Augustine with high crime neighborhoods, and well known for crime, gangs and poverty. According to the St. Johns County Sheriff's Office overall St. Augustine, FL crime rate is 80% higher than the Florida average and is significantly higher (110%) than the national average. Looking at violent crime specifically, St. Augustine, FL has a violent crime rate that is 69% higher than the Florida average and considerably higher (106%) than the national average. According to data collected by the U. S. Department of Education and the Center for Disease Control, some of the most common indicators of an at-risk status are: living in poverty; living in a household with a single parent; coming home to a house with no adult supervision between 2 p.m. and 7 p.m.; having an adverse childhood experience such as abuse or domestic violence; having a family member who

is drug addicted; or having a family member who is incarcerated. Unfortunately, as indicated above children served by THE PLAYERS Championship and Osceola Elementary School fall into more than one of these categories.

To determine the needs of the families and children who will be served by the program, BGCNF conducted a Needs Assessment Survey with parents of children who attend the targeted school. The assessment revealed that 85% of the parents would utilize an afterschool program if it was available to them. Furthermore, the parents indicated they were interested in activities associated with technology, discovery, literacy and arts for the educational enrichment of their children. Most parents, 90%, indicated they had not graduated high school and would be interested in additional adult learning opportunities.

**RFP 3.3** THE PLAYERS Championship Club has been in the west St. Augustine community for nearly 10 years serving the students in the afterschool space. The Dissemination of Information plan as outlined below was chosen to best suite the needs of the schools, students and parents. BGCNF staff rely on their expertise in understanding the local communities' communication needs and opportunities.

### **3.3 Dissemination of Information (5)**

Our project director will disseminate information via informational flyers, parent & family orientation packages. Staff will entertain questions and lead people to our BGCNF 21<sup>st</sup> CCLC portion of the website and provide Club tours when necessary.

Within 5 days of receiving notice of funding, our [www.bgcnf.org](http://www.bgcnf.org) website will be updated to included details of the Project Osceola STEAM+L 21<sup>st</sup> CCLC grant, including program descriptions, addresses, links of feeder schools, hours of operation, contact for the program directors and site coordinators, and a copy of the approved grant narrative. Our website administrator will update the site at least once a month to highlight student progress and special projects.

### **RFP 3.4**

- The Boys & Girls Clubs of Northeast Florida and THE PLAYERS Championship Club 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 will work with every individual student so that they are not excluded from the program and are safely accommodated.

- Eligible students for this grant RFP will be elementary school age 6+ attending Osceola Elementary School or surrounding private schools. A valid School ID will be required to attend the TPC Project STEAM+L afterschool and/or summer programs.

**RFP 3.11**

- Adult-Family members of elementary aged students sign out the students.
  - All transportation staff receive a Level 2 background check & screening, drug screening, license and insurance are reviewed, driving record is reviews and required certifications to drive the bus are adhered to.
- **Describe the safety plan for field trips, emergencies, etc.**

**RFP 3.12c**

- Although we are only required to report two meetings, our TPC Advisory Board meets 6 times per year- every other month. During-off months, Advisory Board members give Club Tours, attend community meetings and encourage others to get engaged.
- Proposed Members
  - 2 Parents
  - Min 2 School Representatives (Principal, Teachers, Guidance, School Improvement Officer) – all are invited
  - 10 – 15 Community Representatives consisting of partners and community members
  - 2-4 BGCNF Staff – Project Director, Board Liaison, Area Director, Other

## Appendix A Continuing Improvement 2019-20

Agency Name: Boys & Girls Clubs of Northeast Florida Project Number: 16N-2440B-0PCC2  
Program Name: TPC Project STEAM+L

*Reason(s) for the change:*

### 5.3 Program Evaluation

New Evaluator was selected via competitive interview and bidding.

This change includes:     Additions         Deletions         Both

*Narrative Language:*

**DELETION**

### 5.3 Program Evaluation

#### 5.3.a Evaluation Plan (15)

~~Evaluation is a critical component of Project EARTH – Ready. BGCNF values the opportunity to learn from an objective perspective and is committed to making mid-course corrections where data show that the program is not performing optimally for students or for their families. BGCNF intends to contract with Ethica, LLC, for evaluation services. Ethica, LLC is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research. Ethica’s senior partners, Dr. Cheryl Sattler and Dr. John Lockwood, have over 50 combined years of experience providing independent, actionable evaluations and data collection support to school districts, non-profit organizations, and education companies, including several current 21<sup>st</sup> CCLC grantees. They are experts in survey construction, both quantitative and qualitative research, and understand the realities of working with school systems and students. Ethica is particularly well-known for its useable information. While meeting all reporting guidelines necessary for state and federal government, Ethica strives to provide the kind of practical information that assists program directors in refining their programs and increasing student success. Neither Ethica nor Drs. Sattler or Lockwood have any relationship to the Boys & Girls Clubs of Northeast Florida.~~

~~Evaluation Activities — In order to provide a comprehensive overview both of the programmatic activities (typically measured qualitatively) and the academic benchmarks that are a core component of 21<sup>st</sup> CCLC (typically measured quantitatively), the evaluation will utilize a mixed-method approach. Data collection begins with the needs assessment, measuring the extent to which these needs are met through appropriate project objectives, and ensuring that appropriate data are collected to enable thorough analysis. Based on extensive research on afterschool programs, the following variables will be included in the evaluation: characteristics and demographics of program sites; program operations; demographics of participants; program structure and activities; program attendance; academic achievement in English/Language Arts, Math, and Science; non-cognitive outcomes such as resiliency; school attendance; family activities; and family engagement. All of these require collecting data — but the hallmark of a well-designed evaluation is that it provides information at the points where decisions need to be made, without interfering with the program itself or taking time away from students. Therefore, Ethica LLC will conduct its evaluation work in a non-intrusive manner, utilizing site visits (to observe programs in operation), personal surveys and interviews with program staff (outside of program time), and parent surveys (if feasible) as well as family focus groups in addition to analyzing the quantitative data that will be collected from the District. Three key points in time are most relevant for a program to receive evaluation recommendations: (1) when a new program is starting up, to refine measures and objectives and to ensure that the needs identified in the needs assessment are clearly linked with program activities; (2) at mid-year, when mid-term academic data are available, so that programs can make mid-course corrections; and (3) at the end of each year, when the program can be shaped for the upcoming year. The proposed evaluation will provide recommendations at these three key points, as well as through regular, ongoing communication with program staff. Formative evaluation (January) will provide an initial look at the program's implementation, comparing the plan with what's actually taking place; and (2) summative evaluation (August) will provide reporting of student progress as defined by the grant objectives. The evaluation will focus on both formal (e.g., surveys and observations) and informal (e.g., meetings) techniques to guide incremental changes in the program, adopt or adapt ways to measure and improve outcomes, and discontinue or modify activities that show limited value. The external evaluator will be responsible for the design of all evaluation instruments and for the analysis of all data, including constructing or identifying developmentally appropriate surveys and assessments; conducting on-site observations of the program; and writing formative and~~

~~summative reports. Quantitative data such as test scores and close-ended survey responses will be analyzed with descriptive statistics, while qualitative data will be analyzed thematically.~~

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## **ADDITION**

### **Program Evaluation**

**QUALIFICATIONS:** During the course of the creation of the 2019-2020 application for 21<sup>st</sup> CCLC programming, the Boys & Girls Clubs of Northeast Florida performed a competitive bid process to select a new independent evaluator to assist in the continuous improvement of the 21<sup>st</sup> CCLC program. The selected evaluator has agreed to oversee all aspects of program evaluation, including formative, summative, and data analysis and reporting to both the FLDOE and USDOE (to the extent allowed by the FLDOE). The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. All BGC employees, officers and agents are free from any real or apparent conflict of interest with the selected firm.

**EVALUATION PLAN AND ACTIVITIES:** Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model<sup>1</sup>. This model is most appropriate for 21<sup>st</sup> CCLC programs, as it does not see the program as a static system (unlike traditional models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the majority of education programs). In essence, this model evaluates programs in “real time”, embracing the plethora of complex interactions between various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.)<sup>2</sup>. The evaluation plan is further enhanced with the Utilization-Focused Evaluation (to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers)<sup>3</sup>. Overall, these approaches form a system-oriented evaluation with emphasis on knowledge integration and communication of results internally and externally.

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<sup>1</sup> Patton, M. Q. (1994). Developmental evaluation. *Evaluation Practice*, 15(3), 311-319.

<sup>2</sup> Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.

<sup>3</sup> Patton, M. Q. (2008). *Utilization-focused evaluation*. Sage publications.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

**DATA COLLECTION, MAINTENANCE, AND REPORTING:** The BGC agrees to provide all necessary data to complete the state and federal evaluation reporting requirements. Data will include all student demographics, state standardized tests (from all prior and current years), student report card 'grades', diagnostic results on all students, and a variety of other data used for the evaluation process. The program will collect and provide all required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. All data will be entered directly by the program into the EZReports system, as required by the FLDOE (which no longer allows evaluators to enter any data for the program).

**COORDINATION OF EVALUATION ACTIVITIES:** The evaluation process will be coordinated with program staff, students, family members, and other stakeholders. Program staff will be provided training by administrators on how to use the evaluation findings to inform decisions at the classroom and site levels, while also using

ongoing data assessment to drive differentiated instruction within the broader project-based learning plans. Students, parents, and stakeholders will be part of the Advisory Board and will help inform program content that drives the evaluation of program processes and impact. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

**EXAMINING PROGRAM IMPACT:** A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by August 15) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using FL Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

**USE AND DISSEMINATION OF EVALUATION RESULTS:** Distribution will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. If requested, up to monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative/summative evaluations, evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in addressing and refining any identified concerns within the complex and evolving system of the 21<sup>st</sup> CCLC program. In addition, all 21<sup>st</sup> CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations will be shared with all stakeholders electronically (e.g.,

administrators, parents, partners) to share information/ encourage feedback. To inform the community, evaluation results will be uploaded to the 21st CCLC website.

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Appendix A  
Continuing Improvement 2020-21



Agency Name: Boys & Girls Clubs of Northeast Florida

Project Number: 16N-2441B-1PCC3

Program Name: THE PLAYERS Championship Club – Project Osceola STEAM+L

*Reason(s) for the change:*

The Boys & Girls Clubs of Northeast Florida and the TPC Club seeks to improve our Adult Family Member Services and Programs for those individuals who are part of our TPC Project Osceola STEAM+L – Osceola Elementary Students programming.

We have had limited engagement and have received limited data to truly gage the success of the program. Our Family Outreach Coordinator has worked with our Evaluator to rethink and restructure the program to encourage Adult-Family Member engagement as outlined below in the additions.

This change includes:     Additions         Deletions         Both

*Narrative Language:*

**ADULT FAMILY MEMBER ACTIVITIES PROGRAM**

**Delete**

~~The BGCNF recognizes the importance of engaging families to ensure the best outcomes for the youth we serve. Out of school programs play a unique role in the meaningful engagement of families in their child's life. In order to fully engage adult family members, BGCNF partners with Resilient Kidz and leverages the "Raising Highly Capable Kids" curriculum to effectively implement this family engagement programs at THE PLAYERS Championship Club. BGCNF staff are trained to understand the importance of the program, its relevance and impact on student academic performance. We are delighted to partner with the Resilient Kidz program in the delivery of service for our adult family engagement programs.~~

~~Resilient Kidz is a 501 c3 educational organization created to champion the needs of~~

~~children and to equip parents to build thriving, healthy families through research, community initiatives and reliable content. Resilient Kidz™ has developed an Adult Family Member Program to help parents raise healthy, caring, and responsible children. The program, Raising Highly Capable Kids™ teaches parents about the Search Institute's 40 Developmental Assets in the categories of Supporting Children, Empowerment, Setting Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity. Parents listen to presentations, hold discussions, and engage in activities to help them apply what they learn in their own homes. Raising Highly Capable Kids™ is being implemented in 32 communities across nine states. At the end of the program parents participate in a graduation and receive a certificate. Additionally, THE PLAYERS Championship Club will provide regular activities to engage the parents in the activities of the Club and the youth including:~~

- ~~• Family Math & Literacy Night - where parents are invited and encouraged to come to the center to read a book with the children;~~
- ~~• Project STEAM+L (Science Technology Engineering Arts Math plus Literacy) Night - where parents are invited to explore the programs and outcomes as showcased by their children;~~
- ~~• Family Culinary Night - where parents get to experience and interact with their children through food.~~

~~The adult family program focuses on deepening local community efforts. Families and communities thrive best when marriages are healthy and parents are fully engaged with their children. The curriculum will include elements of the following sessions:~~

- ~~1. Parent I Student Orientation - Starting Well~~
- ~~2. Thanksgiving - Unity Amongst Family~~
- ~~3. Annual Christmas Gathering - Schoolhouse Rock~~

4. ~~Creating Character~~
5. ~~Three Thumbs Up~~
6. ~~Graduation - Just the beginning~~

Add

### **ADULT FAMILY MEMBER ACTIVITES PROGRAM EXPLANATION**

The Boys & Girls Clubs of Northeast Florida (BGCNF) has a full-time skilled Adult Family Services Coordinator who focuses on delivering Adult Family Member Services for this 21<sup>st</sup> CCLC site. The programs focus on environments to foster engaging adult family member student relations with an emphasis of counseling and mental health resources while having fun! To adapt to the needs of the families of THE PLAYERS Championship Club – Project Osceola STEAM+L, the programs below will be implemented in the 2020-2021 grant year.

#### **Financial Literacy**

- Parents will discuss how their emotional well-being affects their financial well-being
- Parents will acquire knowledge making financial priorities and setting limits
- Parents will learn how to plan ways to budget their finances to help maintain stability in the home

#### **Reading Literacy**

- Parents will focus on the importance of reading
- Parents will Develop an understanding of how communication can empower and increase reading
- Parents and students will increase educational skills through games and other interactive activities
- Parents will increase reading time with their children and will receive books given to them by a partnering company

#### **Wellness and Nutritional Literacy**

- Parents will be given information to process and understand nutrition information and use this information to make appropriate nutrition decisions
- Parents will be informed on Food and Health  
Parents will learn how to prepare healthy food using fresh produce and obtain recipes from The BGCNF Veggie Bus students
- Parents will attain the knowledge of Wellness

#### **Back to the Dinner Table/Thanksgiving Dinner**

- Parents and students will engage in activities that will increase conversation at the dinner table
- Parents will gain insight on understanding of how a meal as a family promotes communication and builds solid relationships.

#### **End of the Year Celebration**

- Parents will focus on celebrating their student's accomplishments
- Parents will increase ways of giving positive reinforcement

Underscore reflects additions to the 2020-2021 narrative.

~~Cross out~~ reflects deletion of language in the 2020-2021 narrative.

**Appendix A**  
**Continuing Improvement 2021-22**

Agency Name: Boys & Girls Clubs of Northeast Florida Project Number: 16N-2442B-2PCC3  
Program Name: THE PLAYERS Championship Club - Project Osceola STEAM+L

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*Reason(s) for the change:*

Shift in program operation days. There are no changes to this site for the 2021-2022 Fiscal Year.

In the 2021-22 program year, the GPRA measures for the 21st CCLC program changed per the USED. Due to those changes, the department realigned the state evaluation program to align with the new measures. See updated 2021-2022 program objectives/evaluation plan.

This change includes:     Additions         ~~Deletions~~         Both

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*Narrative Language:*

Underscore reflects additions to the previous narrative.

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

**Appendix A**  
**Continuing Improvement 2022-23**

Agency Name: Boys and Girls Club of Northeast Florida Project Number: 16N-2443B-3PCC3  
Program Name: Nita M. Lowey 21st CCLC

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*Reason(s) for the change:*

No Changes

This change includes:     Additions     ~~Deletions~~     Both

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*Narrative Language:*

No Changes

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.

**Appendix A**  
**Continuing Improvement 2023-24**

Agency Name: Boys & Girls Clubs of Northeast Florida  
Program Name: Project Osceola STEAM+L

Project Number: 16N-2444B-4PRN3

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*Reason(s) for the change:*

N/A                      There are no changes recommended for FY 2023-2024

This change includes:     Additions     ~~Deletions~~     Both

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*Narrative Language:*

N/A

Underscore reflects additions to the previous narrative.

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

## Appendix A Continuing Improvement 2024-25

Agency Name: Boys & Girls Clubs of Northeast Florida  
 Program Name: TPC Osceola STEAM+L

Project Number: 165N-2445B-5PRN3

*Reason(s) for the change:*

- 2023-2024 Adult Family Member Schedule Deleted
- 2024-2025 Adult Family Member Schedule Added

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.

### 2023-2024 Adult Family Member Schedule Deleted



### Adult Family Member Activities Schedule

2023-2024

**THE PLAYERS CHAMPIONSHIP – PROJECT Osceola STEAM+L**

Six (6) - ½ Hour Sessions      16N-2444B-4PRN3



Session 1	August 9 <sup>th</sup>	5:30 p.m.	Orientation
Session 2	November 16 <sup>th</sup>	5:30 p.m.	Back to the Dinner Table /Thanksgiving Dinner
Session 3	December 19 <sup>th</sup>	5:30 p.m.	Reading Literacy and Communication
Session 4	January 25 <sup>th</sup>	5:30 p.m.	Wellness and Nutritional Literacy
Session 5	February 22 <sup>nd</sup>	5:30 p.m.	Financial Literacy and Taxes
Session 6	May 16 <sup>th</sup>	6:00 p.m.	End of the year Celebration



## Adult Family Member Activities Schedule 2024-2025



**THE PLAYERS Championship Club**

**PROJECT Osceola STEAM+L**

**16N-2444B-4PRN3**

**Six (6) - ½ Hour Sessions**

Session #	Date	Time	Activity
Session 1	August 9, 2023	5:30 p.m.	Orientation
Session 2	November 16, 2023	5:30 p.m.	Back to the Dinner Table /Thanksgiving Dinner
Session 3	December 19, <u>2023</u>	5:30 p.m.	Reading Literacy and Communication
Session 4	January 25, <u>2024</u>	5:30 p.m.	Wellness and Nutritional Literacy
Session 5	February 22, <u>2024</u>	5:30 p.m.	Financial Literacy and Taxes
Session 6	May 16, <u>2024</u>	6:00 p.m.	End of the year Celebration

PROPOSED



**Florida's 21st Century Community Learning Centers  
Continuation Attendance-Based Funding Worksheet  
2024-25**

This worksheet is designed to bring all 21st CCLC subgrantees into minimum compliance with the attendance thresholds established by the Request for proposals/Applications. It is a standardized process to establish the maximum funding for which the continuing program is eligible. Every 21st CCLC program proposed to provide services to a specific number of students at specific sites on a daily basis (Average Daily Attendance - ADA), and was funded based on this proposed ADA.

<b>Boys and Girls Club of Northeast FL</b>		<b>16N-2445B-5PRN3</b>
Agency Name		2024-25 Project Number
<b>\$196,436.00</b>	<b>1</b>	<b>17</b>
2023-24 Award Amount (DOE 200)	Number of Sites	Cohort

*Agency entering Year 7 of funding.*

**Program-Level Analysis -- Overall Average Daily Attendance by Component**

Component	Proposed Daily Attendance	Reported Daily Attendance	Overall Performance (Reported/Proposed)	Subject to Site-Level Adjustment?
Before School	0	n/a	n/a	no
Afterschool	46	n/a	n/a	no
Weekend	0	n/a	n/a	no
School Breaks/ Holidays	40	n/a	n/a	no
Summer	40	n/a	n/a	no

**Site-Level Funding Summary (Individual Site Analysis Attached)**

Site Name	2024-25 Max. Site Funding
TPC Osceola STEAM +L	\$ 200,732.00
	\$ -
	\$ -
	\$ -

**2024-25 Maximum Funding Amount**  
**\$200,732.00**

**Special Notes / Comments**

2023-24: reduced Early Release days to 38 (from 39) and increased Holiday service days to 12 (from 10), both to align with the district calendar.



**Florida's 21st Century Community Learning Centers**  
**Site-Level Average Daily Attendance - Funding Worksheet**

Agency Name: Boys and Girls Club of Northeast FL  
 2024-25 Project # 16N-2445B-5PRN3 Cohort: 17

1
# of Sites

TPC Osceola STEAM +L													
2023-24		Review				2024-25							
Proposed (Most Recent)	Reported (As submitted for Sept '23-April '24)		Min Red ADA %	Subject to Adjustment	Transportation	New Funding Request Guide						Maximum Funding (Proportion Applied)	
	# Students	ADA				% Perform	# Students	Hrs/Day	# Days	Base Rate	Adj. Rate		Service Total
Before School		n/a	n/a	n/a	no	--	0			\$2.00	\$2.00	\$ -	\$ -
Afterschool Group 1	46	n/a	n/a	n/a	no	yes	46	2.5	180	\$5.00	\$5.00	\$ 103,500.00	\$ 103,500.00
Group 2		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Group 3		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
Early Release	46	n/a	n/a	n/a	no	no	46	1	38	\$4.00	\$4.00	\$ 6,992.00	\$ 6,992.00
Weekend Days		n/a	n/a	n/a	no	no	0			\$4.00	\$4.00	\$ -	\$ -
School Break/Hol	40	n/a	n/a	n/a	no	yes	40	8	12	\$7.00	\$7.00	\$ 26,880.00	\$ 26,880.00
Summer	40	n/a	n/a	n/a	no	no	40	8	33	\$6.00	\$6.00	\$ 63,360.00	\$ 63,360.00
												\$ 200,732.00	\$ 200,732.00

**Calculating the Ratio**

Total Services Proposed	\$ 196,500.00
Maximum Funding	\$ 196,500.00

Proportion to Unit Cost 100.00%

This proportion must be applied every year of funding

The proportion must reflect the scenario most beneficial for the department (the best deal). If a program increases the level of services, the ratio must be revised to reflect the lower proportion. The proportion cannot be increased.



**2024-2025 SITE PROFILE**

<b>Agency Name</b>	Boys & Girls Clubs of Northeast Florida	<b>Project Number</b>	16N-2445B-5PRN3			
<b>Site Name</b>	THE PLAYERS CHAMPIONSHIP Boys & Girls Club – Project Osceola STEAM+L				<b>Zip Code</b>	32084
<b>Site Address:</b>	555 West King Street	<b>City</b>	St Augustine	<b>County</b>	St Johns	
<b>Site Contact Name:</b>	Andy Verkovod (Site Coordinator)	<b>Phone</b>	904-825-1975	<b>Email</b>	AndyV@bgcnf.org	

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Osceola Elementary School	K, 1, 2, 3, 4, 5	688	100%	1, 2, 3, 4, 5		46	40		
<b>TOTAL</b>					<b>0</b>	<b>46</b>	<b>40</b>	<b>0</b>	<b>40</b>

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

AFTER SCHOOL SITE OPERATIONS							
<b>Start Date</b>	8/12/24		<b>End Date</b>	5/30/24		<b>Total Number of Service Days</b>	180
<b>Non-service days</b>	9/2/24, 11/11/24, 11/27/24, 11/28/24, 11/29/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/27/24, 12/30/24, 12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/20/25, 2/14/25, 4/18/25, 5/26/25						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Total hours of After School services per typical week.</b>	
<b>Start Time</b>	3:30 p.m.	3:30 p.m.	3:30 p.m.	3:30 p.m.	3:30 p.m.		
<b>End Time</b>	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.		
<b>Hours</b>	2.5	2.5	2.5	2.5	2.5		
<b>Early Release Dates</b>	8/14/24, 8/21/24, 8/28/24, 9/4/24, 9/11/24, 9/18/24, 9/25/24, 10/2/24, 10/9/24, 10/16/24, 10/23/24, 10/30/24, 11/6/24, 11/13/24, 11/20/24, 12/4/24, 12/11/24, 12/18/24, 1/8/25, 1/15/25, 1/22/25, 1/29/25, 2/5/25, 2/12/25, 2/19/25, 2/26/25, 3/5/25, 3/12/25, 3/26/25, 4/2/25, 4/9/25, 4/16/25, 4/23/25, 4/30/25, 5/7/25, 5/14/25, 5/21/25, 5/28/25			<b>Total Service Days</b>	38	<b>Hours/Day</b>	1

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
<b>Service days</b>	9/20/24, 10/14/24, 11/25/24, 11/26/24, 2/14/25, 2/17/25, 3/14/25, 3/17/25, 3/18/25, 3/19/25, 3/20/25, 3/21/25					
	<b>Holidays/Break</b>	<b>Total number of Holiday, School Break service days.</b>		<b>Saturday</b>		<b>Total number of Weekend service days.</b>
<b>Start Time</b>	9 a.m.			N/A		
<b>End Time</b>	5 p.m.					
<b>Hours</b>	8	12				

SUMMER SITE OPERATIONS							
<b>Start Date</b>	6/9/25		<b>End Date</b>	7/25/25		<b>Total Number of Service Days</b>	33
<b>Non-service days</b>	6/19/25, 7/4/25						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Total hours of Summer services per typical week.</b>
<b>Start Time</b>	9 a.m.	9 a.m.	9 a.m.	9 a.m.	9 a.m.	N/A	
<b>End Time</b>	5 p.m.	5 p.m.	5 p.m.	5 p.m.	5 p.m.		
<b>Hours</b>	8	8	8	8	8		

ADULT FAMILY MEMBER SERVICES			
<b>Describe Frequency, Duration, and Dosage:</b>	This Program will offer Adult Family Members 6 Sessions at ½ - 1 hours each activity.		
<b>Total Number of Sessions</b>	6	<b>Total Number of Adult Family Members Served</b>	25

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