



## 2024-25 Scope of Work/Narrative

Florida's 21st Century Community Learning Centers



**Agency Name: Boys & Girls Club of NE FL**

**Project Number: 16N-2445C-5PS06 (Miller Freedom Center Middle School)**

**Program Name: Miller Elementary - Project STEAM Extreme + L**

### Section 1: Project Abstract/Summary

The Boys & Girls Clubs of Northeast Florida (BGCNF) operates the Project STEAM Extreme + L (Literacy) Program at the Miller Freedom Center – Elementary Boys & Girls Club, located at 942259 Old Nassauville Rd, Fernandina Beach, FL 32034. This program aims to enhance academic performance and personal development among elementary school-aged students in grades 1 - 5 from Yulee Primary School, Yulee Elementary School, Wildlight Elementary, Southside Elementary School, and surrounding private schools.

Project STEAM Extreme + L provides afterschool programming for 100 students from 2:30 p.m. to 6:00 p.m., with an additional hour on early release days, five days a week for 170 days. In addition, all students receive an additional three hours of programming for two half days throughout the school year. During the summer, 80 students receive programming from 9:00 a.m. to 5:00 p.m., five days a week for 28 days. The program's goals are to improve students' skills in Science, Technology, Engineering, Arts, Math (STEAM), and Literacy (L) through a combination of academic and enrichment activities.

Student programming includes:

PROJECT LEARN | POWERHOUR

Academic Enrichment & Well-Rounded Education Activities

ENGLISH LANGUAGE ARTS

Academic Enrichment - Literacy

MATHEMATICS

Academic Enrichment

## SCIENCE CLUB

Science, Technology, Engineering and Mathematics (STEM)

## TRIPLE PLAY

Health and Wellness

## MAKING ART POWERFUL (MAP)

Well-Rounded Education Activities

## SMART PROGRAMS

Well-Rounded Education Activities

Students engage in project-based learning that fosters critical thinking and problem-solving skills, while also participating in health, wellness, nutrition, and character-building activities that promote overall well-being and personal growth.

In addition to serving students, the program also supports adult family members through five annual sessions focused on communication, resilience & character building, wellness & nutrition, communication, and reading & financial literacy. These sessions aim to equip families with the knowledge and skills necessary to support their children's education and well-being, thereby contributing to the overall success of the students served.

## **Section 2: Applicant's Experience and Capacity**

### BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA (BGCNF)

#### APPLICANT'S EXPERIENCE AND CAPACITY

With extensive experience in providing expanded learning opportunities and operating 21st CCLC programs for eight (8) years, Boys & Girls Clubs of Northeast Florida has effectively used federal funding to enhance educational outcomes. By leveraging detailed data analysis, we identify students' needs and gaps, utilizing community resources to offer targeted support. Our robust agency capacity enables us to collaborate with local organizations, ensuring comprehensive, supportive programming that improves academic performance and life outcomes for youth and their families. Since 1966, we have been dedicated to empowering Northeast Florida youth to achieve their full potential.

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

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

By providing afterschool suppers and snacks, the program addresses nutritional needs, thereby improving students' academic performance and healthier life outcomes to enhance learning.

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

Since June 2018, the USDA Summer BreakSpot program, administered by FDACS, has utilized federal funding to provide summer suppers and snacks, aiming to improve educational performance and life outcomes for students and their families. By leveraging data to identify nutritional gaps, the program collaborates with community resources to ensure comprehensive support during the summer months. Enhanced agency capacity enables effective implementation and outreach, fostering a healthy and supportive environment for student development.

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

Since October 2017, the US Housing and Urban Development's Community Development Block Grants have been instrumental in developing and implementing afterschool programming that enhances student performance and life outcomes. Utilizing detailed data analysis, these programs effectively target areas of need and leverage community resources to provide comprehensive support. Strengthened agency capacity enables collaboration with local organizations, ensuring holistic educational support and family engagement.

FEDERAL FUNDING: USDA Agricultural Marketing Service  
Mobile Garden Bus – Student Internships  
October 2018 – 2022

From October 2018 to 2022, the USDA Agricultural Marketing Service funded the Mobile Garden Bus

program, which provided student internships to enhance educational outcomes and life skills. Through data-driven strategies, the program identified areas of greatest impact and utilized community resources to offer hands-on agricultural experiences. Enhanced agency capacity facilitated partnerships with local schools and organizations, fostering a supportive environment for both students and their families.

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

Since August 2014, the Department of Juvenile Justice has funded afterschool programs aimed at preventing truancy and improving student outcomes. These programs utilize data to identify at-risk students and deploy community resources to provide targeted interventions. By enhancing agency capacity and fostering collaborations with local organizations, the initiative ensures comprehensive support for students and their families, leading to better educational performance and reduced truancy rates.

### **Section 3: Evaluation of Community Needs**

#### EVALUATION OF COMMUNITY NEEDS

In this section, Boys & Girls Clubs of Northeast Florida aimed to analyze school-level data and survey results from teachers, parents, and communities to identify key issues and trends. We have summarized these findings, described desired activities for the Miller Freedom Center Boys & Girls Club, identified existing community assets to address these needs, and highlighted any necessary but currently lacking resources.

-----

Describe how the applicant conducted an evaluation of the community needs and available resources for the 21st CCLC program and a description of how the proposed program will address those needs (including the needs of working families)?

Upon the release of the 2024-25 21st CCLC RFP mid-June, the director of grants administration and programming and key staff worked closely with the Nassau County Public Schools; local private schools; and key staff to conduct an educational student needs assessment to develop 21st CCLC academic and personal enrichment activities. As a result, BGCNF developed Project STEAM Extreme + L (Literacy) programming that is designed to serve students from Yulee Primary, Yulee, Wildlight, and Southside Elementary Schools to provide afterschool learning and programming at Miller Freedom Center Boys & Girls Club. Yulee Primary, Yulee and Southside Elementary schools have the Title 1 designation, and all

four schools serve families who qualify for the free or reduced lunch program. Data collected from the needs assessment highlighted four key areas of need within the targeted school areas: (1) high number of at-risk families served by targeted schools; (2) high number of students at-risk for academic failure in English and Math; (3) inadequate levels of parent involvement; and (4) poor fitness and lifestyle choices due to economic boundaries.

-----

Describe, at minimum, the results of the English Language Arts (ELA) and mathematics assessment data at the target school?

Percentages of students testing at level 1 or 2 (nonproficient) in all end of year school scores are as follows:

YULEE PRIMARY SCHOOL

English Language Arts: \*No data for primary level

Math: \*No data for primary level

YULEE ELEMENTARY SCHOOL

English Language Arts: 33.2%

Math: 28.2%

WILDLIGHT ELEMENTARY SCHOOL

English Language Arts: 31.6%

Math: 27.1%

SOUTHSIDE ELEMENTARY SCHOOL

English Language Arts: \*No data for primary level

Math: \*No data for primary level

\*Scores for primary schools (grades 1-2) are in the feeder pattern for the target elementary schools. Data for ELA and Math are reflected in Elementary school data.

BGCNF accounted for these low percentages when determining programming, objectives and expected outcomes for Project STEAM (Science, Technology, Engineering, Arts, Math) Extreme + L (Literacy) at our Miller Freedom Center. After reviewing this data and programming with school administrators and key community stakeholders, all were eager to support this initiative since afterschool academic based programs in the areas served don't currently exist. The most overwhelming part of this RFP process was the outpouring of community, government, private business and parent support to open a Boys & Girls Club to serve elementary school children in the area. These key stakeholders see a need and it is

reflected in the outpouring of support is reflected in the Partner Form and Letters of Commitment.

-----  
Identify gaps between subgroups in assessments, acceleration, discipline and attendance, and graduation and postsecondary as appropriate?

YULEE PRIMARY SCHOOL

ASSESSMENTS- ENGLISH LANGUAGE LEARNERS: When the number of learners is less than 10 data will not be shown. No data available

ACCELERATION: No data provided at the elementary level to show acceleration in middle school.

DISCIPLINE AND ATTENDANCE: Yulee Primary School had a low rate 0.1 % in school disciplinary actions. The overall rate for chronic absenteeism was 23.5%, meaning students missed 15 days of school for any reason.

GRADUATION AND POSTSECONDARY: Data not available at the Elementary level

-----  
YULEE ELEMENTARY SCHOOL

ASSESSMENTS- ENGLISH LANGUAGE LEARNERS: When the number of learners is less than 10 data will not be shown. No data available.

ACCELERATION: Acceleration data is not provided for Elementary level.

DISCIPLINE AND ATTENDANCE: Yulee Elem. has a “very high” number of disciplinary actions at 95.8% in the subcategory for Black students. Chronic absenteeism is the percentage of students missing 15 days of school for any reason. The subgroup that had the highest percentage of chronic absenteeism were Black students at 85.7%.

GRADUATION AND POSTSECONDARY: Data not available at the Elementary level

-----  
WILDLIGHT ELEMENTARY SCHOOL

ASSESSMENTS- ENGLISH LANGUAGE LEARNERS: When the number of learners is less than 10 data will

not be shown. No data available.

ACCELERATION: Acceleration data is not provided for Elementary level.

DISCIPLINE AND ATTENDANCE: Wildlight Elementary reported disciplinary actions at 1.46%. Chronic absenteeism was 14.9% and is the percentage of students missing 15 days of school for any reason.

GRADUATION AND POSTSECONDARY: Data not available at the Elementary level

-----

#### SOUTHSIDE ELEMENTARY SCHOOL

ASSESSMENTS- ENGLISH LANGUAGE LEARNERS: When the number of learners is less than 10 data will not be shown. No data available.

ACCELERATION: Acceleration data is not provided for Elementary level.

DISCIPLINE AND ATTENDANCE: Southside Elem. Reported disciplinary actions at a rate of 2.26% and chronic absenteeism rate of 29.4%. Chronic absenteeism is the percentage of students missing 15 days of school for any reason. The subgroup that had the highest percentage of chronic absenteeism were Black students at 52.1%.

GRADUATION AND POSTSECONDARY: Data not available at the Elementary Level

-----

Summarize survey results from the community and teachers which capture reasons that students and families may be struggling in the community?

BGCNF's most recent survey assessing community was conducted within the BGCNF Regional network for underserved communities which includes schools in the Miller Freedom Center service area.

To achieve parent / teacher / student feedback and data to develop the 21st CCLC programming at Miller Freedom Center Boys & Girls Clubs of Northeast Florida (BGCNF) through the help of the school district and school principals distributed an electronic survey. Flyers containing a QR code, and a survey link were posted or emailed teachers and parents and representing students planning to attend the school and those living or working withing a 5-mile radius of the 32097 zip code.

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

OPENING VERBIAGE ON ALL STAKEHOLDER SURVEYS READ: 21st CCLC is a FREE afterschool and summer program that we are requesting for your child's school. The program will be funded for FOUR years if awarded and when a MOU is signed between your child's school district and Boys & Girls Clubs of Northeast Florida.

Afterschool academic and hands-on enrichment programs aligned with your child's daytime in-school learning will be great for the school and community (and hundreds of students). The state requires us to better understand the needs of parents and students when requesting funding. Please provide your feedback on the questions below. Your answers are completely anonymous, so nobody can connect your answers to you or your children.

#### SURVEY RESPONSES

23.8% Parents / Students participated in the survey, exceeding the required 10% 119 responses out of 500 anticipated students served at target school.

37.8% of Miller Freedom Center area Teachers participated exceeding the required 10% 34 responses out of 90 anticipated teachers in the target school.

Data collected helped our Project Team consisting of school district representatives, school administration, community stakeholders, parents (students) develop Project STEAM Extreme + L (Literacy), an academic and enrichment program as outlined below and detailed in the activity's narrative contained within this grant.

Miller Freedom Center Club Project STEAM Extreme + L (Literacy) includes:

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

Teachers reported being overwhelmingly stressed due to the tremendous need for homework help, academic (Math & ELA) learning, and character education and social skills. The parents and student responses and conversations, that were reflective of teacher responses, and meetings helped the Program Team develop the STEM, Arts and Fitness, Health & Wellness components to address needs for the entire community of stakeholders.

-----  
Identify at least three elements of program activities that students and families would like to see in a 21st CCLC program?

1) ACADEMIC- Math and ELA (Project Learn, BRAINCHILD, I-Ready, Achieve 3000) According to survey data the following needs were identified:

#### HOMEWORK HELP (Project Learn)

72% Student stated they needed homework help

98% Teachers stated their students needed homework help,

84% Parents stated that their students needed homework help 7

#### ELA HELP

30% Student stated they needed ELA help

100% Teachers stated their students needed ELA help,

60% Parents stated that their students needed ELA help

#### MATH HELP

47% Student stated they needed Math help

100% Teachers stated their students needed Math help,

59% Parents stated that their students needed Math help

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

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

40% of Students

66% of Parents

75% of Teachers

3) ENRICHMENT The following enrichment program activities were highly scored by teachers, parents

and students in the survey data and will be included in the weekly programming at the schools

FITNESS, HEALTH, AND WELLNESS PROGRAMMING: Triple Play Survey data reflected an interest in fitness, health and wellness programs and activities by the following:

- 70% of Students
- 64% of Parents
- 82% Teachers

CHARACTER EDUCATION AND SOCIAL SKILLS PROGRAMMING: SMART Programs, SMART Moves, Torch Club, Youth of the Month, and Youth of the Year Survey data reflected an interest in character education and social skills by the following:

- 48% of Students
- 96% of Teachers
- 62% of Parents

ARTS, MUSIC, AND DANCE PROGRAMMING: Making Art powerful, DramaMatters, ImageMakers, MusicMakers, and Lyricism

- 50% of Students stated that they would like to participate in Arts, Music, and Dance
- 50% of Teachers-recommend programming in the Afterschool and Summer programs
- 80% of Teachers say that students want to participate Arts, Music and Dance
- 65% of Parents say that their children would like to participate in Arts, Music, and Dance

-----

Identify assets and gaps in assets in the community?

Overwhelmingly, (90%+) parents and teachers stated that there is a need for afterschool and summer programming in Nassau County. During the needs assessment phase, Nassau County's school district, principals, parents, students, and key community partners and stakeholders, participation levels were high and all were fully engaged. Nassau County's support of the 21st CCLC Program Design Team process was stellar. These meetings lead to the creation of comprehensive, academic, and enrichment programs and activities as outlined in this application. The Nassau County School District stakeholders identified a strong need for the continuation of STEM programming in the afterschool and summer space. Hence, the name: Project STEAM Extreme + L (Literacy).

-----

Describe how applicant's needs assessment aligns with the areas of focus in the target schools' School

## Improvement Plan.

According to the 2023-2024 School Improvement Plan, target schools have identified areas of focus to increase school improvement and are outlined below.

Yulee Primary School aims to increase ELA and Math proficiency for all students, especially those with disabilities. Yulee Elementary's goal is to increase ELA and Math proficiency. Wildlight elementary's aim is to increase the ELA and Math proficiency rate for students with disabilities and Southside Elementary aims to increase ELA proficiency across all grade levels and increase student attendance.

BGCNF programming will affect change in ELA, Math and student attendance with high yield instructional practices, such as Power Hour, delivered by certified teachers helping to raise school scores during the funding cycle. BGCNF Certified teachers and program staff work with parents to review how accommodations and learning strategies will be applied to impact student success for students with disabilities.

-----  
Describe how the project will incorporate one or more of the established goals State Board of Education's K-20 Strategic Plan

BGCNF Project STEAM Extreme+ L (Literacy) Program will incorporate goals 1 and 2 of the State Board of Education's K-20 Strategic Plan.

Goal 1: Highest student achievement, as indicated by evidence of student learning gains at all levels.

BGCNF's program staff apply evidenced-based programming and curriculum daily during the academic year and in the summer. Activities and strategies tied to learning gains include tutoring, supplemental instruction delivered by a certified teacher, grade level focus on literacy, homework assistance and help with Florida Virtual Classes. BGCNF staff complete an annual evaluation to validate academic impact on student achievement at every site.

Goal 2: Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.

BGCNF programming incorporates academic instruction, educational strategies, and support services to increase and reinforce student success for target groups. Additionally, program staff and lead teachers coordinate services and activities with our schools to address academic needs for students with disabilities, English Language Learners, students with Individual Education Plans, and underserved

students. BGCNF programming assures maximum access to educational services and academic support to increase pupil progression, and academic readiness.

## **Section 4: Community Notice/Dissemination of Information**

### PROPOSAL NOTIFICATION AND COMMUNITY ENGAGEMENT

The Boys & Girls Clubs of Northeast Florida (BGCNF) has taken comprehensive steps to inform the school district and community, including eligible private schools, about their intention to submit a proposal for the 21st Century Community Learning Centers (21st CCLC) program. BGCNF utilized various methods and platforms to ensure that the community was well-informed. Information about BGCNF’s intent to apply was posted on the BGCNF website ([www.BGCNF.org](http://www.BGCNF.org)) in early May 2024, providing a centralized location for community members to learn about the proposal and intended programming.

Additionally, BGCNF sent certified letters to all eligible private schools by July 1, 2024, informing them of the opportunity and inviting their participation. Direct outreach included meetings with the The Nassau County School District Superintendent and administrative staff and the current team members of the Miller Freedom Center and Roberts Learning & Achievement staff which helped identify and target students who would benefit the most from the program. To further spread the word, BGCNF distributed flyers in community centers and the school, made phone calls and sent emails to stakeholders, and conducted both in-person and virtual meetings with community members to discuss the program and gather input.

After submitting the proposal, BGCNF will ensure it is accessible to the community through multiple platforms. The proposal will be available for download on the BGCNF website at <https://www.bgcnf.org/21stcentury>, includes all relevant documentation and updates. Hard copies of the proposal will be available at BGCNF locations and participating schools for those without internet access. Additionally, BGCNF will hold information sessions and meetings to walk through the proposal and address any community questions.

To disseminate information about the proposal and the 21st CCLC program, BGCNF will utilize several platforms to ensure broad accessibility. The website will feature detailed program descriptions, schedules, updates, contact information for program staff, and downloadable resources and forms. The BGCNF 21st CCLC staff and Marketing and Communications Teams will be responsible for updating and maintaining the website content, ensuring timely updates and responsiveness to community inquiries. The dedicated webpage is <https://www.bgcnf.org/21stcentury> and will be maintained throughout the program duration with regular updates.

## DISSEMINATION OF PROGRAM INFORMATION

BGCNF's dissemination plan for the 21st CCLC program is designed to be clear, understandable, and accessible, tailored to the needs of the Nassau County / Fernandina Beach community. Communication will occur through regular updates via newsletters, emails, and phone calls, as well as through flyers distributed at schools, community centers, and local businesses. Family-oriented events, such as open houses, workshops, and family nights, will be organized to foster a sense of community and encourage family involvement. Information will be provided in multiple languages and formats as needed to accommodate different levels of literacy and access to technology.

## ENGAGING ADULT FAMILY MEMBERS

To engage adult family members, BGCNF will implement a variety of activities designed to foster involvement and support the educational process. Initial orientation sessions will introduce families to the program, its structure, and its benefits. Regular family-oriented events, such as Resiliency and Character Building, Reading Literacy & Resource Night to support children's reading development, Financial Literacy sessions to enhance family financial management skills, and Wellness and Nutritional Literacy events to promote healthy living, will be held throughout the year.

BGCNF will maintain open lines of communication with families through in Club communications, emails, and phone calls to keep them informed about upcoming events and their children's progress. The Site Coordinator and other site staff will organize scheduled programming, offer additional family-oriented events, and maintain communication through on-site conversations, emails, and phone calls. Flexible scheduling and personalized outreach will be provided to overcome participation barriers. Parents will be invited to participate in club events as volunteers and encouraged to join the advisory board to provide input into processes, activities, and events.

Strong community support from local agencies, non-profits, businesses, and local experts will allow BGCNF to offer workshops and seminars to help families achieve success in various areas, including financial literacy, wellness, and nutrition. Program staff will refer parents to community partners to make them aware of available resources, including health care, mental health, education, employment, and other public assistance.

Through these comprehensive strategies, BGCNF aims to ensure broad community awareness, engagement, and participation in the 21st CCLC program, fostering a supportive environment for student success.

## **Section 5: Partnerships and Collaboration**

### **PARTNERSHIP PLAN AND TANGIBLE CONTRIBUTIONS**

The partnership plan for the 21st CCLC Project STEAM Extreme + L (Literacy) Program includes significant contributions from key partners. The Boys & Girls Clubs of Northeast Florida (BGCNF) collaborate with Nassau County Public Schools to provide comprehensive support for students attending the Miller Freedom Center in Fernandina Beach, Florida. The Nassau County School District's Superintendent has signed a Letter of Commitment (LOC) ensuring feeder school support from Yulee Primary School, Yulee Elementary School, Wildlight Elementary School, and Southside Elementary School. This LOC facilitates the provision of student data, access to transportation, and the inclusion of Advisory Board members to address the program's needs. The Boys & Girls Clubs of Central Florida (BGCCF) support the initiative through the FDOH Child Care Food Program (CCFP) and the USDA Summer BreakSpot Programs, providing warm meals and snacks to all students in the afterschool and summer programs.

### **SECURING MEALS AND PARTNERSHIP STRATEGIES**

To secure the required meals and necessary partnerships for providing snacks and meals, the BGCCF, through NE Florida Catering partnerships, ensures that all participating students receive nutritious warm suppers, lunches, and snacks. This collaboration is crucial in meeting the dietary needs of students while attending the 21st CCLC programs. The BGCNF and Nassau County Public Schools maintain continuous collaboration throughout the school year with both public and private schools in the area. Regular communication channels are established to request vital information such as student data and program feedback, with frequent updates and meetings to ensure alignment and address any issues promptly. This structured communication strategy helps in maintaining a cohesive and supportive environment for all stakeholders involved.

### **COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS**

Effective use of public resources is achieved through the strategic combination and coordination of federal, state, and local funds. Federal funding from the 21st CCLC grant primarily supports program operations, staffing, and educational activities. State and local resources supplement these funds by providing additional support such as transportation, meals, and logistical assistance. The program ensures compliance with funding requirements by meticulously recording and reporting expenditures separately for each funding source. Anticipated funding for out-of-school time activities will be carefully synchronized to avoid duplication of services and ensure comprehensive coverage of student needs. This coordinated approach maximizes the impact of available resources, ensuring the program's sustainability and effectiveness in providing high-quality educational and nutritional support to the students at the Miller Freedom Center.

## Section 6: Target Population, Recruitment and Retention

### TARGET POPULATION, RECRUITMENT AND RETENTION

Describe the targeted students including what schools they attend and their grade levels

The target schools proposed for services are categorized as persistently low-performing schools; are in an attendance zone of a persistently low-performing school or within a 5-mile radius of such school; is a Title I eligible school or is cited for Targeted Support and Improvement (TSI), substantiating academic need. Additionally, each of these schools are in neighborhoods that have low rates of educational attainment, high unemployment and lack community resources, further addressing need. The list of schools and their grade levels are as follows:

Miller Freedom Center- Elementary Programs

Yulee Primary School (1-2 Grades)

Yulee Elementary School (3-5 Grades)

Southside Elementary School (1-2 Grades)

Wildlight Elementary School (1-5 Grades)

-----  
Describe any priority given during enrollment to any specific students, and if so, the priority and how it will be applied; e.g., certain students or certain grade levels?

As part of this grant proposal, BGCNF serves students who meet the priorities for the 21st CCLC program. Specifically, our site coordinator works with school administration to target students who have received less than satisfactory scores on their end of year exams during the 2023/2024 school years and those who are currently receiving less than a "c" grade and/or those who are in the lowest 25th percentile within enrollment. We have structured our grant and program to serve students with Science, Technology, Engineering, Arts, Math and Literacy programming so that we can reach this core group as identified in the needs assessment so that they can not only prosper, but also extend the power of the grant by becoming a positive influence for their peers.

-----  
Describe how students with special needs will be served

Boys & Girls Clubs of Northeast Florida staff strive to secure an environment to serve children with special needs including those who might be homeless, English language learners, physical, psychological, sensory or learning disabilities, and/or those with attention behavior concerns. BGCNF and our staff work to include every student and make formal (IEP) and informal educational accommodations to increase student success.

-----

Describe how eligible students will be identified

**STUDENT RECRUITMENT AND RETENTION:** BGCNF aims to recruit and retain students that are underserved and academically at-risk; those most in need of 21st CCLC services. Student strategies for recruitment and retention are listed below:

**RECRUITMENT:**

- Reach out to adult-family members of students served at the site.
- Follow up with all who provided phone numbers on the needs assessment and ask them to tell their friends and family members about the Club and programs.
- Have staff recruit potential students directly through events, relationships and unique entry points to reach students in the schools, based on test scores outlined in the school report cards and by talking with principals, teachers and paraprofessionals
- Identify and target specific students and their families, using personal invitations and contacts.

**RETENTION:**

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

- We poll students to secure feedback and preferences for enrichment.
- Create excitement around the STEAM+L programming to engage students.
- Communicate with parents to follow-up student absences of more than two days in the 21st CCLC program, including helping parents to solve attendance barriers.
- Routinely share information about the 21st CCLC programs to parents as they pick up their children and

integrate information to keep their children engaged as part of our adult-family member program activities

- The site coordinator and assigned teachers regularly collaborate with the schools to be certain that academic learning objectives and materials are shared
- Work directly with school administration in time of need to retain a student.
- Staff ensure that support is given to students with different learning styles.

-----  
Describe what strategies will be used to reach those students and enroll them in the 21st CCLC program

- Encourage current students who are enrolled in afterschool and/or summer programs to recruit their peers.
- Create recruitment activities designed to target potential students that align with the site’s programming and create excitement around them.
- Ask teachers and the principal to give referrals for the program.
- Secure a list of school events and have BGCNF staff members provide support to increase BGCNF visibility.

-----  
Include information on how their families will be reached and engaged in programming

The program will engage adult family members of students by implementing a variety of strategies to ensure consistent attendance and participation in the 21st CCLC activities. First, the program will organize regular family-oriented events, such as open houses, workshops, and family nights, to foster a sense of community and encourage family involvement. These events will provide opportunities for parents to connect with the program staff and understand the benefits of the activities offered.

#### ADULT FAMILY MEMBER PROGRAMMING

##### Fall Orientation

During the orientation, attendees will receive detailed information about the program's structure,

expectations, and important dates, along with how the clubs will collaborate with schools to enhance academic and project-based learning opportunities. Additionally, the orientation will highlight the various adult family member programs designed to engage and support families in the educational process.

#### Resiliency and Character Building

Adult family members will learn techniques to cultivate resilience in their children, helping them to navigate and overcome challenges with confidence and perseverance. They will also explore character-building strategies that instill values such as integrity, responsibility, and empathy, ensuring their children develop into well-rounded individuals.

#### Summer Orientation & Wellness and Nutritional Literacy

Adult family members will learn about the importance of wellness and nutritional literacy, gaining insights into creating balanced, healthy meals that support students' physical and cognitive development. They will also receive tips on promoting active lifestyles and maintaining overall family wellness to enhance both academic performance and well-being.

#### Reading Literacy and Communication

Adult family members will learn techniques to support and enhance reading literacy at home, helping to improve students' reading skills and foster a love for books. They will also receive guidance on effective communication strategies to strengthen family bonds and support students' academic and personal growth.

Parents are invited to participate in club events as volunteers, especially during the holidays. Parents are also encouraged to participate on the advisory board to provide input into processes, activities and events. Strong community support from local agencies, non-profits, businesses, and local experts, allows us to offer workshops and seminars to help families achieve success in every area including financial literacy, wellness & nutrition, and character building. Program staff refer parents to community partners to make them aware of available resources including health care, mental health, education, employment, and other public assistance.

-----  
Describe what strategies the program will implement to ensure that students consistently attend the 21st CCLC activities and participate in the whole array of activities

Particularly with secondary students, we acknowledge that 21st CCLC activities must be extremely compelling to not only attract but retain such students. Students have many options and our intent – and a strong suit of BGCNF – is to excite students to continue to choose our programs. Program staff will engage in the following strategies

- Poll students to secure feedback and preferences for enrichment. Create excitement around Project STEAM Extreme + L (Literacy) programming to engage students.
- Communicate with parents to follow-up student absences of more than two days in the 21st CCLC program, including helping parents to solve attendance barriers.
- Routinely share information about the 21st CCLC programs to parents as they pick up their children and integrate information to keep their children engaged as part of our adult-family member program activities.
- The site coordinator and assigned teachers regularly collaborate with the schools to be certain that academic learning objectives and materials are shared.
- Work directly with school administration in time of need to retain a student.
- Staff ensure that support is given to students with different learning styles.

## **Section 7: Times and Frequency of Service Provision**

See attached Site Profile Worksheet.

## **Section 8: Local Level Evaluation**

### **BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA – LOCAL LEVEL PROGRAM EVALUATION PLAN**

The Boys & Girls Clubs of Northeast Florida's Local Level Program Evaluation Plan aims to systematically assess the impact of their 21st CCLC program by collecting and analyzing data on student outcomes such as academic performance, attendance, behavior, and engagement. Key activities include baseline data collection, ongoing monitoring, and surveys, with a structured timeline for monthly, quarterly, and annual reporting. The plan ensures accurate data collection and reporting through robust data sharing agreements, staff training, and the use of the EZReports system. Evaluation activities will be coordinated with staff, students, and families, focusing on continuous program improvement and community engagement by sharing findings through reports, newsletters, and meetings.

### **EVALUATION ACTIVITIES**

1. **BASELINE DATA COLLECTION:** Collect initial data on student performance in reading, language arts, mathematics, GPA, attendance, and in-school suspensions.
2. **ONGOING DATA COLLECTION:** Continuously gather data on the same metrics, as well as teacher-reported engagement in learning, throughout the program.
3. **ADMINISTER STAKEHOLDER SURVEYS:** Administer surveys to students, parents, and teachers to gather qualitative insights on program impact.
4. **SITE VISITS AND INTERVIEWS:** Area Director will conduct regular site visits and interviews with staff and key stakeholders for qualitative assessment.
5. **DATA ANALYSIS:** Site Coordinators, Program Specialists and Data Analyst will analyze quantitative and qualitative data to assess progress towards program goals.
6. **REPORTING:** Prepare and submit monthly, quarterly, and annual reports using the EZReports system to meet state and federal requirements.
7. **CONTINUOUS IMPROVEMENT:** Use evaluation findings to identify areas for program enhancement and implement necessary changes.

#### PROPOSED EVALUATION TIMELINE

##### Month 1-2: ESTABLISH BASELINE DATA

- Develop data collection tools and protocols. Set up site, programs, students, teachers, staff and adult family member data in EZReports.
- Finalize data sharing agreements with the district/target schools.

##### Months 3-12: DATA COLLECTION, SITE VISITS, DATA ANALYSIS, MEETINGS

- Area Director and Data Analyst will provide checks and balances to ensure that student attendance and performance data is collected and appropriately entered into EZReports.
- Area Director will complete site visits and interviews with stakeholders.
- Site Coordinators and Data Analyst will engage in quarterly data analysis and provide interim reports.
- Director of Grant Administration will hold quarterly review meetings with program staff for data-driven decision making.

## Months 12-13: EVALUATION AND REPORTING OF RESULTS

- Conduct final data collection and comprehensive analysis.
- Prepare the final summative report.
- Share evaluation results with the community and stakeholders.
- Plan for the next cycle of program improvements based on evaluation findings.

## ENSURING ACCURATE DATA COLLECTION, MAINTENANCE AND REPORTING

1. DATA SHARING AGREEMENT(S): Secure signed data sharing agreements with the district/target school to facilitate the collection of necessary data.
2. STAFF TRAINING: Train staff on data collection and reporting protocols to ensure accuracy and consistency.
3. DATA MANAGEMENT – EZReporting: Utilize the EZReports system for secure data storage and management.
4. QUALITY ASSURANCE - AUDITS: Conduct regular audits to ensure data integrity and compliance with reporting requirements.
5. MONITORING & COMPLIANCE: Ensure all data collection and reporting activities comply with state and federal regulations.

## COORDINATION OF EVALUATION ACTIVITIES

**PROGRAM STAFF:** Involve staff in data collection and reporting, providing training and regular updates on evaluation processes and findings.

**STUDENTS:** Collect data directly from students and through teacher reports, ensuring their engagement in feedback processes.

**ADULT FAMILY MEMBERS:** Engage parents and guardians through surveys and feedback sessions to gather their perspectives.

**SCHOOL ADMINISTRATION:** Collaborate with school administrators and teachers to access required data and integrate their feedback into the evaluation.

## EVALUATION DESIGN AND DATA COLLECTION PLAN

- The evaluation design employs a mixed-methods approach, integrating quantitative data (GPRA indicators) with qualitative data (surveys, interviews).
- The focus will be on measuring improvements in reading, language arts, mathematics, GPA, attendance, behavior, and engagement in learning.
- Data collection will be ongoing, with regular reviews and analyses to assess progress and impact.

## SHARING EVALUATION RESULTS WITH THE COMMUNITY

ADVISORY BOARD MEETINGS / BGCNF BOARD OF GOVERNORS MEETINGS: Present evaluation findings at community meetings to keep stakeholders informed.

REPORTS: Disseminate reports summarizing evaluation results to parents, schools, and community partners via email.

OTHER PLATFORMS: Post evaluation summaries and reports on BGCNF'S 21ST CCLC Program's website and/or social media for broader access.

## REQUIRED EXPERIENCE AND KNOWLEDGE

- DATA MANAGEMENT: BGCNF has extensive experience in collecting, maintaining, analyzing, and reporting accurate program evaluation data, having successfully managed similar projects with stringent reporting requirements.
- PROGRAM IMPROVEMENT: BGCNF has a proven track record of using evaluation data to refine program plans, resulting in improved program quality and outcomes.

## WORKING WITH THE SCHOOL DISTRICT/TARGET SCHOOL(S)

BGCNF will engage in discussions with the district/target school(s) to draft and finalize a data sharing agreement, ensuring all necessary data can be collected efficiently and in compliance with privacy laws (e.g., FERPA).

## LOCAL LEVEL PROGRAM EVALUATION PROCESS

- Initial Phase (Months 1-2): Establish baseline data, develop data collection tools, secure data sharing agreements.
- Implementation Phase (Months 3-12): Conduct monthly and quarterly data collection, analysis, and reporting.
- Final Phase (Months 12-13): Complete final data collection, conduct comprehensive analysis, prepare and disseminate the final report.

The Boys & Girls Clubs of Northeast Florida's Local Level Program Evaluation Plan systematically assesses the impact of their 21st CCLC program by collecting and analyzing data on student outcomes, including academic performance, attendance, behavior, and engagement. Key evaluation activities encompass baseline data collection, ongoing monitoring, stakeholder surveys, site visits, and qualitative assessments. Data will be meticulously recorded and reported using the EZReports system, with stringent data sharing agreements and staff training ensuring accuracy and compliance with state and federal requirements. The evaluation timeline spans from establishing baseline data and securing agreements in the first two months, to continuous data collection, analysis, and reporting throughout the year, culminating in a comprehensive final report in months 12-13. Coordination with program staff, students, families, and school administrators is central to the process, enabling continuous program improvement through regular reviews and community engagement via reports, newsletters, and meetings. The Boys & Girls Clubs' extensive experience in data management and program enhancement ensures robust evaluation practices that drive high-quality program delivery.

## Section 9: Authorized Program Activities

### AUTHORIZED PROGRAM ACTIVITIES

BGCNF Elementary School Programming for Project STEAM Extreme + L (Literacy) for the Miller Freedom Center - Elementary Boys & Girls Club, Fernandina Beach, FL

### PROJECT LEARN | POWERHOUR

### ACADEMIC ENRICHMENT & WELL-ROUNDED EDUCATION ACTIVITIES

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

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

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

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

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

#### TIER 1 INTERVENTIONS INCLUDED

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

#### TIER 3 INTERVENTIONS INCLUDED

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

#### TIER 4 INTERVENTIONS INCLUDED

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

#### REFERENCES

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://whatworks.ed.gov/>.

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch).

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.

Retrieved from <http://ncer.ed.gov>.

Schinke, Cole, K. C., & Poulin, S. R. (2000). Enhancing the Educational Achievement of At-Risk Youth. *Prevention Science*, 1(1), 51–60. <https://doi-org.lp.hscl.ufl.edu/10.1023/A:1010076000379>

Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). Improving mathematical problem solving in grades 4 through 8: A practice guide (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch/](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/).

-----

## READING AND MATHEMATICS ACADEMIC ENRICHMENT

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

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

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

per day during the summer.

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

#### TIER 1 INTERVENTIONS INCLUDED

- \* Build students' decoding skills so they can read complex multisyllabic words (Vaughn et al., 2022).
- Provide purposeful fluency-building activities to help students read effortlessly (Vaughn et al., 2022).
- \* Routinely use a set of comprehension-building practices to help students make sense of the text (e.g., word knowledge and comprehension-building practices) (Vaughn et al., 2022).
- Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas (Fuchs et al., 2021).
- \* Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts (Fuchs et al., 2021).
- \* Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures (Fuchs et al., 2021).
- \* Number Lines: Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics (Fuchs et al., 2021).
- \* Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas (Fuchs et al., 2021).
- \* Timed Activities: Regularly include timed activities as one way to build fluency in mathematics (Fuchs et al., 2021).
- \* Assist students in monitoring and reflecting on the problem-solving process (Woodward et al., 2012).
- \* Teach students how to use visual representations (Woodward et al., 2012).

#### TIER 2 INTERVENTIONS INCLUDED

- \* Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Foorman et al., 2019).
- \* Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that

will expose them to complex ideas and information (Vaughn et al., 2022).

\* Expose students to multiple problem-solving strategies (Woodward et al., 2012).

\* Help students recognize and articulate mathematical concepts and notation (Woodward et al., 2012).

#### TIER 3 INTERVENTIONS INCLUDED

\* Teach students how to use reading comprehension strategies (Shanahan et al., 2010).

\* Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Shanahan et al., 2010).

\* Establish an engaging and motivating context in which to teach reading comprehension (Shanahan et al., 2010).

#### TIER 4 INTERVENTIONS INCLUDED

\* Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Foorman et al., 2019).

\* Guide students through focused, high-quality discussion on the meaning of text (Shanahan et al., 2010).

\* Select texts purposefully to support comprehension development (Shanahan et al., 2010).

#### REFERENCES

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (Revised 2019). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: <http://whatworks.ed.gov>.

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://whatworks.ed.gov/>.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).

Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing

Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). Improving mathematical problem solving in grades 4 through 8: A practice guide (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch/](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/).

-----

## STEM ACADEMIES

### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

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

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

WOZ ED STEM CAREER PATHWAYS: As part of the science activities provided to all participating 21st CCLC students, the program will implement the standards-aligned and research-based Woz ED science curriculum and resources. The Next Generation Sunshine State Science Standards include more hands-on,

project-based experiences, which require more planning and preparation time. The standards call for students to form hypotheses, test theories, and analyze data. Creating new lessons and having the necessary resources on hand to meet the needs of these standards can be daunting, time-consuming and costly. Woz ED specializes in the development of units of study that allow students to develop an engineering mindset with minimal impact on the teacher. These turnkey units were written for the science standards and can immediately be implemented in the classroom. The following pathways are selected for the 21st CCLC program to be rotated throughout the school year.

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

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

About the Drones Pathway: The Association for Unmanned Vehicle Systems International, projected more than 100,000 new jobs in unmanned aircraft by 2025 and is expected to have a 51.1% growth rate in the next five years - supporting industries like telecommunications, agriculture, and security. The drone technology pathway begins in elementary school and progresses through high school. In the Drones Level III Kit, students will gain valuable experience in piloting small, aerial vehicles. They will use a simple UAV to learn important vocabulary surrounding the use of personal drones. Every student will take turns piloting the drone and also acting as the Visual Observer to develop good habits for safe flying. Each module is designed to progressively build on the previous, challenging students to increase knowledge and experience from piloting missions and challenges. At the end of the course, students will verbalize important basic features of drones as well as the vocabulary of movement in space. Students will gain hands-on experience piloting and spotting for drone missions. Additionally, this pathway aligns directly to the knowledge and flight hours needed for students to sit for the FAA 107 drone pilot's license.

About the Engineering Pathway: There are 627,000 open tech jobs in the U.S. alone and the majority are software developers or engineers. High demand means job opportunities. Throughout Level I, students will be exposed to robots and the Engineering Design Process. The goal of the kit is to encourage students to explore robotics and coding through play. Students will work to solve a problem by identifying the problem, asking questions, and imagining how they can help solve the problem. In Level II, students will embark on the study of 3D printing by examining an object print and exploring the printer's movement. Using small toys, they will investigate the various shapes that comprise an object and break those shapes down into a 3D model. Given two separate engineering challenges, students will first create an object and promote it to the class in a class challenge, and then work in groups to create a class biome with both 3D prints and other materials. This jam-packed unit culminates by asking students to pitch their own project for printing. The lessons Level III will support instructors as they introduce students to the process, potential, and products of 3D printing. Beginning with a conceptual understanding and moving towards 3D printing with purpose, these lessons will support both instructor and student as they make their way into this exciting realm. The lessons have a rich mix of manipulative activities, building 3D items in modeling software, and engineering challenges. Students will track their learning through an engineering journal

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

NEED ALIGNMENT: As demonstrated by student performance data presented previously, there is a

significant need for activities that build science knowledge and skills for all students in the targeted school. In addition to the quantitative data demonstrating student needs in science supports and activities, the Program Team and stakeholder surveys indicate a desire from teachers, parents, and students to engage in science activities during the 21st CCLC program.

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

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

#### TIER 3 INTERVENTIONS INCLUDED

- \* Adapt instruction to individual and small group needs (Beckett et al., 2009).
- \* Space learning over time (Pashler et al., 2007).
- \* Interleave worked example solutions with problem-solving exercises (Pashler et al., 2007).
- \* Combine graphics with verbal descriptions (Pashler et al., 2007).
- \* Connect and integrate abstract and concrete representations of concepts (Pashler et al., 2007).
- \* Use quizzing to promote learning. Use quizzes to re-expose students to key content (Pashler et al., 2007).
- \* Ask deep explanatory questions (Pashler et al., 2007).

#### TIER 4 INTERVENTIONS INCLUDED

- \* Align the OST program academically with the school day (Beckett et al., 2009).
- \* Maximize student participation and attendance (Beckett et al., 2009).
- \* Design program features to meet the needs and preferences of students and parents (Beckett et al., 2009).
- \* Provide engaging learning experiences (Beckett et al., 2009).
- \* Make learning relevant by incorporating practical examples and connecting instruction to student interests and experiences (Beckett et al., 2009).
- \* Make learning active through opportunities for collaborative learning and hands-on academic activities (Beckett et al., 2009).
- \* Use quizzing to promote learning. Use pre-questions to introduce a new topic (Pashler et al., 2007).
- \* Help students allocate study time efficiently. Teach students how to use delayed judgments of learning

to identify content that needs further study (Pashler et al., 2007).

\* Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned (Pashler et al., 2007).

## REFERENCES

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

-----

## TRIPLE PLAY

### HEALTH AND WELLNESS

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

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

**Daily Challenges (Body):** This curriculum component provide an intentional focus on physical literacy and

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

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

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

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

EVIDENCE BASIS: While the “What Works Clearinghouse” (WWC) does not include interventions in health and wellness, the needs assessment clearly indicates the importance of providing health and wellness activities within the proposed 21st CCLC program. Fortunately, the WWC outlines the type of research and sample sizes needed for each “tier” of evidence-based interventions – with Tier 1 interventions and recommendations requiring research totaling at least 300 participants. In this light, many research studies have been conducted to determine whether physical wellness is connected to academic performance (with academic performance being the primary goal of this 21st CCLC program). For instance, deGreeff and colleagues (2014) studied 544 students and found cardiovascular fitness was significant predictors of student academic performance in both mathematics and English Language Arts. Research by Van Dusen and colleagues (2011) utilized data from 254,743 students and found physical fitness levels were positively related to academic performance, with cardiovascular fitness showing the largest association independent of socio-demographic variables (e.g., age and gender) (Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Both of these studies would meet requirements for “Tier 1” evidence under the What Works Clearinghouse (if the Clearinghouse included non-academic interventions). More specific to Florida, research conducted with 132 students in Florida found a significant relationship between physical fitness and academic performance, as measured by Florida statewide assessments (Wingfield, Graziano, McNamera, & Janicke, 2011). Finally, through a systematic review of 26 peer-reviewed research studies,

researchers found an association between increased physical fitness and improved academic performance and executive function (Sánchez, et al., 2022), with the researchers calling for increased hours of physical education to “more effectively develop the cognitive aspects” of students.

## REFERENCES

- de Greeff, J. W., Hartman, E., Mullender-Wijnsma, M. J., Bosker, R. J., Doolaard, S., & Visscher, C. (2014). Physical fitness and academic performance in primary school children with and without a social disadvantage. *Health Education Research*, 29(5), 853–860.
- Sánchez, S., Berrios Aguayo, B., Latorre Román, P. Á., & Pantoja Montilla, A. (2022). Effect of physical activity and fitness on executive functions and academic performance in children of elementary school. A systematic review. *Cultura, Ciencia y Deporte*, 51, 85–104.
- Van Dusen, D. P., Kelder, S. H., Kohl III, H. W., Ranjit, N., & Perry, C. L. (2011). Associations of Physical Fitness and Academic Performance Among Schoolchildren. *The Journal of School Health*, 81(12), 733–740.
- Wingfield, R. J., Graziano, P.A., McNamara, J.P.H., & Janicke, D.M. (2011). Is there a Relationship between Body Mass Index, Fitness, and Academic Performance? Mixed Results from Students in a Southeastern United States Elementary School. *Current Issues in Education (Tempe, Ariz.)*, 14(2).

-----

## MAKING ART POWERFUL (MAP) WELL-ROUNDED EDUCATION ACTIVITIES

**DESCRIPTION:** The Boys & Girls Clubs of America (BGCA) has committed tremendous resources to create strong programs, experiences, and initiatives that allow all youth to access imagination and creativity to express themselves and build connection with others in their community. The Arts programs are provided free to the proposed 21st CCLC program, including the use of high-yield activity guides, training, and student resources. There are four categories covered by art programming under the BGCA model: (1) visual arts; (2) digital arts; (3) performing arts; and (4) applied arts. As part of the 21st CCLC program, students will rotate through the following art components during the course of the program year (rotating through different art components will help maintain engagement and “freshness” of the art programming):

**DRAMAMATTERS:** DramaMatters is an afterschool drama education program that encourages students from K-12 to engage in hands-on performing arts activities differentiated by student grade level and developmental abilities. Drama education builds self-confidence, sparks creativity and boosts academic

achievement. The DramaMatters Afterschool Program Guide is a weekly program consisting of 60-minute sessions segmented for beginner, intermediate and advanced students. Each session is adapted to fit the age of participants. Sessions consist of a short warm-up; a main activity of games, script work or performance; and a 10-minute cool-down. The Lessons in Stagecraft Program Guide includes different ways for students to express themselves creatively, from costumes to set design or directing.

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

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

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

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

**EVIDENCE BASIS:** As noted previously, the What Works Clearinghouse is specifically focused on academic interventions in reading and mathematics, and there are no resources or practice guides for personal enrichment activities such as visual and performing arts. However, the Program Team desired to include the arts within the overall project design to help support students well-rounded experience, while also

enhancing student engagement and attendance. Using the guidelines from the What Works Clearinghouse regarding Tiered evidence, several studies have demonstrated that art education is directly linked to the most paramount focus of impact for 21st CCLC – academic performance and academic achievement. For instance, focusing on Tier 1 evidence, a longitudinal experimental-design study found that arts education, particularly integrating arts into educational settings, produced “consistent and significant gains” in elementary school student academic achievement measured by standardized tests of English language arts (as compared to a control group) (Peppler et al., 2014). Another study used a multivariate design framework to compare students receiving art education and students not receiving arts education, with the results showing students with arts integrated into their educational programming scored higher on statewide academic assessments (reading and mathematics) than did students with strictly academic instruction. In addition, the study found that adding arts instruction narrowed the achievement gap between low, average, and high performing students (such that the art was more impactful for originally lower performing students) (Scirpp & Paradis, 2014). Further, a study by the National Endowment for the Arts (Catterall, 2012) utilized four large longitudinal databases to examine the long-term impact of arts on academic achievement. The researchers found three main conclusions: “(1) Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers; (2) At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied; and (3) Most of the positive relationships between arts involvement and academic outcomes apply only to at-risk populations (low-SES)” (Catterall, 2012).

## REFERENCES

Catterall, J. S. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. Research Report# 55. National Endowment for the Arts.

Peppler, K. A., Powell, C. W., Thompson, N., & Catterall, J. (2014, October). Positive impact of arts integration on student academic achievement in English language arts. In *The Educational Forum* (Vol. 78, No. 4, pp. 364-377). Routledge.

Scripp, L., & Paradis, L. (2014). Embracing the Burden of Proof: New Strategies for Determining Predictive Links between Arts Integration Teacher Professional Development, Student Arts Learning, and Student Academic Achievement Outcomes. *Journal for Learning through the Arts*, 10(1), n1.

-----  
SMART MOVES

WELL-ROUNDED EDUCATION ACTIVITIES

DESCRIPTION: SMART Moves uses a team approach that involves staff, peer leaders, parents and community representatives. Students engage in discussion and role-playing, practicing resilience and refusal skills, developing assertiveness, strengthening decision-making skills, and analyzing media and peer influence. The ultimate goal is to promote the practice of responsible behavior. SMART (Skills Mastery and Resilience Training) Moves is a comprehensive curriculum that includes integration of high-quality youth development practices and explicit skill building into healthy lifestyles content. SMART Moves utilizes a health promotion approach, which is focused on building student's attitudes and skills that support healthy decision-making. It is asset-based, focused on building foundational skills, and address each student's agency in healthy decision-making. The SMART Moves Curriculum Suite consists of three components: Emotional Wellness, Core, and Modules:

SMART Moves Emotional Wellness: This component focuses on building the skills of self-regulation, impulse-control and stress management. Participating students build an effective toolbox for self-management and coping. Completing this component prepares students to participate in SMART Moves: Core and more. Includes 10 sessions.

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

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

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

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

curriculum would be beneficial to students and families attending the 21st CCLC program.

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

**EVIDENCE BASIS:** As with other personal enrichment activities designed to provide students with well-rounded education activities in support of the overall goal of the 21st CCLC program (improved academic achievement), What Works Clearinghouse does not provide recommendations or interventions specific to character education and emotional wellness (the general focus of this activity category). While SMART Moves is somewhat broader than simple character education, this designation is the best generalization for this set of activities. In general, research reviewed by “What Works in Character Education” shows that character education programming impacts risk behavior (e.g., knowledge about risks, drug/alcohol use, protective skills, lying, rude behavior, and general misbehavior), pro-social competencies, and school-based outcomes (Berkowitz & Bier, 2005). Based on the requirements for Tiered evidence under the What Works Clearinghouse, there exists many research studies suggesting that character education will have a significant and positive impact on student overall wellness and academic achievement during the regular school day. For instance, a study of 681 elementary schools explored whether character education programs inside the school impacted academic achievement, with the study finding that schools with higher implementation of character education also had higher academic achievement (Benninga et al., 2003). In addition, a meta-analysis of 52 peer-reviewed research studies found that character education is significantly associated with higher levels of educational outcomes, regardless of how the outcomes were measured (i.e., it impacted both standardized assessments and non-standardized measures of academic performance). These effects were found for all levels of education (elementary, middle, and high school) and there were no differences between the race/ethnicities of the students being investigated (Jeynes, 2019).

## REFERENCES

Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of research in character education*, 1(1), 19-32.

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

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

Jeynes, W. H. (2019). A meta-analysis on the relationship between character education and student

achievement and behavioral outcomes. Education and Urban Society, 51(1), 33-71.

-----

**PARENT AND FAMILY SERVICES:** Boys & Girls Clubs of Northeast Florida (BGCNF) and our staff know that adult family engagement and support are critical their student’s success. To enhance adult-family member engagement with student outcomes, our program consists of three (3) sessions annually during the fall and spring semesters and one (1) during the summer. BGCNF’s programming will focus on resiliency and character building; financial matters; and literacy. For example, staff will lead sessions that teach adults how to assist student with homework help and provide resources that topic. Session times range from 1 – 2 hours each. In addition to the three (3) sessions listed above, BGCNF staff will collaborate with the school administration to be present at key parent-student orientation sessions – one in the fall and the other in the spring semester. Staff will stay the entire time (1-3 hours), use it as an opportunity to recruit both parents and students along with providing handouts and resources on resiliency and character building; financial matters; and literacy.

-----

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

**RECRUITMENT:**

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

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

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

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

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

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

Based on test scores outlined in the school report cards and by talking with principals, teachers and

paraprofessionals, identify and target specific students and their families, using personal invitations and contacts.

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

Poll students to secure feedback and preferences for enrichment.

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

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

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

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

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

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

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

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

and/or those who are in the lowest 25th percentile within enrollment.

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

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

## **Section 10: Staffing, Volunteers and Professional Learning**

### STAFFING, VOLUNTEERS AND PROFESSIONAL LEARNING

-----

#### STAFFING

-----

Boys & Girls Clubs of Northeast Florida (BGCNF) provides a robust staffing structure that enables the implementation of the 21st Century Community Learning Center (CCLC) program with fidelity, exceeding the standards of a basic afterschool program. Our staffing strategy includes highly qualified, thoroughly vetted professionals who undergo continuous training to maintain high levels of competency and engagement.

Our team consists of highly qualified staff who meet rigorous certification and licensing requirements mandated by BGCNF, regional School Districts, and the 21st CCLC program. This includes experienced educators and specialists in various STEAM (Science, Technology, Engineering, Arts, and Mathematics) and literacy fields, providing expert instruction and mentorship.

To ensure safety and integrity, all staff members must pass an extensive background check by the Florida Department of Law Enforcement (FDLE) Level II Screening. Continuous safety is further ensured through annual background rechecks and random drug tests. Staff are also certified in CPR and First Aid, with regular updates to their training, alongside continual professional development through in-house and external training sessions. This ensures they are up to date with the latest educational strategies and safety protocols.

We maintain optimal staff-to-student ratios to provide personalized attention and better supervision. Staff are strategically positioned to oversee transitions between activities and ensure the safety of all students at all times. Additionally, our transportation safety protocols are rigorous. All bus drivers are thoroughly vetted and trained to ensure safe transport, and BGCNF’s fleet of buses undergoes routine safety inspections to mitigate potential hazards. Detailed protocols for student pick-up and drop-off are in place to ensure secure and efficient transportation.

Our staffing structure enhances program delivery by ensuring our staff are trained to implement the 21st CCLC curriculum with fidelity, meeting educational goals effectively. Beyond the basics, we incorporate additional enrichment activities, community engagement, and family involvement opportunities, fostering a holistic development environment. This comprehensive staffing structure allows BGCNF to deliver the 21st CCLC program effectively and safely, providing an enriching experience that far exceeds the expectations of a basic afterschool program.

-----  
**STAFFING STRUCTURE**  
-----

**DIRECTOR OF GRANT ADMINISTRATION (DOGA) ACADEMIC AND ENRICHMENT PROGRAMMING**

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

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

-----  
**AREA DIRECTOR (AD) – PROGRAM TRAINING AND DATA REPORTING**

This position directs all aspects of 21st CCLC Program Training and Reporting for the EZ Reporting system. Troubleshoots all back-end errors. The Area Director is responsible for interfacing with FDOE to meet the

21 APR, Surveys, SLDR's and all previous Research and Evaluation duties.

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

-----

#### SITE COORDINATOR

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

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

-----

#### ACCOUNT MANGER

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

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

-----

#### PROGRAM SPECIALIST

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

questions from parents and disseminating and marketing of 21st CCLC program.

-----

#### YOUTH DEVELOPMENT PROFESSIONAL (YDP)

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

#### STEM Lead (YDP)

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

#### Education (YDP)

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

#### Health & Wellness (YDP)

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

#### Making Art Powerful (MAP) (YDP)

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

#### SMART Programs - Career Development (YDP)

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

-----

#### LEAD CERTIFIED TEACHER

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

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

-----

#### CERTIFIED TEACHER

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

-----

#### RECRUITING AND RETAINING HIGH QUALITY STAFF

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

- Expanded Human Resource (HR) Services – BGCNF Human Resource staffing numbers have recently expanded in order to offer more services and support to employees and leadership
- Employee Surveys – As part of our national member survey, program employees are also given an opportunity to provide feedback on their experience and work environment.

- Exit Interviews – BGCNF has initiated exit interviews for full-time and part-time employees who leave our organization voluntarily. This provides us with important feedback that is used to improve employee retention.

#### Current Staff Recruitment and Retention Efforts

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

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

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

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

---

## VOLUNTEERS

---

At Boys & Girls Clubs of Northeast Florida, we are dedicated to fostering a supportive environment where young people can thrive academically, socially, and emotionally. Volunteers are integral to our mission, bringing their expertise and passion to enrich the lives of our members. Through our 21st Century Community Learning Center (CCLC) academic and project-based enrichment programs, we encourage appropriately qualified individuals to serve as skilled and dedicated volunteers.

Our volunteers play a crucial role in providing academic support, mentorship, coaching, and facilitating various enrichment activities such as fitness programs and administrative assistance. Whether during our summer hours from 9:00 a.m. to 5:00 p.m. or after-school hours ranging from 2:00 p.m. to 7:00 p.m., volunteers contribute their time and talents to empower our youth.

To ensure the safety and well-being of our members, all volunteers over the age of 18 undergo thorough background screenings. Depending on their involvement, volunteers may require a criminal background screening for community-based clubs or a DCF Level II screening for those volunteering more than 10 hours per month or facilitating programs. School-based club volunteers must comply with Duval County Public Schools regulations, undergoing a DCF Level II screening. By encouraging and utilizing appropriately qualified volunteers, we enhance the effectiveness and impact of our 21st CCLC programs, furthering our commitment to inspiring and enabling all young people to realize their full potential.

---

## PROFESSIONAL DEVELOPMENT AND LEARNING

---

Boys & Girls Clubs of Northeast Florida has attached the 21st Century Community Learning Center (CCLC) Professional Development and Learning Schedule, designed to equip our staff with the necessary skills and knowledge to deliver high-quality programs for youth development. This comprehensive schedule encompasses a range of training sessions aimed at enhancing staff effectiveness and ensuring the successful implementation of our 21st CCLC initiatives. The professional learning plan is meticulously crafted to identify and address the training needs of our staff throughout the program years, fostering continuous growth and development.

The training categories included in the schedule cover essential areas such as grant overview, monthly deliverables, EZReports utilization, academic sessions (Math/ELA), personal enrichment/project-based learning, professional development, recruitment and retention, behavior management, FERPA training, CPR/First Aid training, and Mental Health First Aid. Each training session is carefully tailored to meet the specific needs of our staff members, ensuring relevance and applicability to their roles within the 21st CCLC program. Qualified trainers with expertise in their respective fields lead these sessions, providing valuable insights and practical strategies for staff to implement in their day-to-day activities.

To facilitate the transfer of knowledge into practice, our staff undergo thorough training sessions followed by opportunities for hands-on application during program activities. Staff members are encouraged to apply newly acquired skills and techniques in their interactions with program participants, with ongoing support and guidance provided by program supervisors and mentors. Additionally, regular assessments and evaluations are conducted to monitor staff progress and identify areas for further development, ensuring continuous improvement and alignment with program goals and objectives. Through this comprehensive professional learning plan, Boys & Girls Clubs of Northeast Florida remains committed to

empowering our staff with the tools and resources needed to make a positive impact on the lives of the youth we serve.

## TRAINING MODULES

### 21st CCLC Grant Overview

This session acquaints BGCNF staff with the framework of the 21st Century Community Learning Center (CCLC) grant, highlighting its objectives and core program requirements. Staff gain understanding of key elements such as the DOE 100 Application Form, GEPA Statement, and Scope of Work/Narrative Form. They learn about project design, engaging stakeholders, designing activities, and ensuring program sustainability, among other essential topics.

### Monthly Deliverables

Staff are guided through the monthly reporting requirements for the 21st CCLC program, covering aspects such as attendance tracking, meal provision documentation, staff screening, collaboration with school-day staff, and dissemination of program information to students and parents. This session emphasizes the importance of accurate reporting and documentation for program evaluation and accountability purposes.

### EZReports

This training equips staff with the necessary skills to navigate and utilize the EZReports system effectively for data entry and reporting purposes. They learn to register students, record regular activities, enter test scores, and review attendance records. Staff also gain insights into generating various reports and managing teacher-related functions within the system.

### Academic Sessions (Math / ELA)

Staff receive training on implementing academic programs such as Project Learn/Power Hour, BRAINCHILD, and iReady/Achieve 3000. They learn about standardized lesson plans, curricula review, session assessments, and the necessary equipment and inventory management for effective program delivery.

### Personal Enrichment / Project-Based Learning

This session focuses on training staff to implement enrichment programs including STEM, arts, Triple Play, SMART programs, health and nutrition, and career launch initiatives. Staff learn about standardized lesson plans, curriculum review, session assessments, and the logistics of creating and managing these programs.

### Professional Development

This training covers various aspects of professional development for staff, including orientation to the club, establishing strong family partnerships, community outreach, and daily routines. It emphasizes the importance of diversity, inclusion, and building positive environments for youth development.

### Recruitment and Retention

Staff are guided on effective recruitment strategies for skilled employees and parental involvement. The session also addresses retention strategies to create an engaging and supportive environment for staff, students, and adult family members, ensuring program success.

### Behavior Management

Staff learn strategies for responding to individual youth's behavior effectively, including conflict resolution, setting clear expectations, holding students accountable, and ensuring consistent routines. The session emphasizes the importance of using student grades, assessments, and observations to measure success.

### FERPA Training

This session provides comprehensive training on the Family Educational Rights and Privacy Act (FERPA), ensuring staff understand their responsibilities in protecting student privacy and educational records to maintain federal funding eligibility.

### CPR/First Aid Training

Staff undergo essential CPR/First Aid training to respond effectively to medical emergencies and ensure the safety of program participants.

### Mental Health First Aid

Staff receive training in identifying, understanding, and responding to signs of mental illnesses and substance use disorders, equipping them to provide support to individuals in crisis situations.

## **Section 11: Facilities**

### Miller Freedom Center Boys & Girls Club Facilities Description

The Miller Freedom Center, located at 942269 Old Nassauville Road, Fernandina Beach, FL, is a 21,400 square foot facility designed to host a variety of programs for students and community members. This comprehensive facility includes both indoor and outdoor areas to support diverse program activities.

The gymnasium is a large, multipurpose space equipped with basketball hoops, volleyball nets, and various sports equipment. It features a high ceiling, adequate lighting, and durable flooring suitable for sports and physical activities. This space will host Triple Play and recreational activities, including physical fitness classes, sports leagues, and recreational games. Activities will include basketball, volleyball, indoor soccer, and fitness challenges. The gymnasium will also be used for larger community events and assemblies.

The cafeteria is a spacious dining area with tables, chairs, and a fully-equipped kitchen that includes commercial-grade appliances for preparing and serving meals. It will be used for nutritional activities, providing a comfortable environment for students to enjoy nutritious meals and snacks. Additionally, the cafeteria will support cooking classes where students can learn about healthy eating habits and food preparation.

The facility includes five classrooms and program rooms, each designed to be flexible and tailored to specific program needs. These rooms are equipped with desks, chairs, computers, interactive whiteboards, and storage for materials. For academic and project-based learning, these rooms will serve as study areas for tutoring, homework help, and project-based learning activities, providing a focused environment for academic support and group projects. For STEM programming, these rooms will be equipped with science kits, robotics sets, and computers for coding, supporting hands-on experiments, engineering challenges, and technology-based learning. For personal enrichment activities, the rooms will host workshops, life skills training, and personal development sessions, including leadership training, mindfulness, and social skills development. For creative art programs under Making Art Powerful, art rooms will be stocked with supplies such as paints, brushes, clay, and digital art tools, allowing students to engage in various art projects that foster creativity and self-expression.

The large outdoor area is a versatile open space that includes a playground, sports fields, and garden areas, designed to be safe and accessible with ample room for outdoor activities. For Triple Play and recreational activities, the playground and sports fields will be used for outdoor games, sports, and physical activities like soccer, basketball, and running, promoting physical health and teamwork. For academic and project-based learning, the outdoor space will serve as an extension of the classroom, offering a natural setting for environmental education and hands-on learning projects. For STEM programming, the outdoor area will support biology and ecology projects, such as plant life cycles and sustainable gardening practices. For nutritional activities, the garden areas will be used for growing vegetables and herbs, teaching students about agriculture and the importance of fresh, healthy foods. This will include activities like planting, tending, and harvesting crops, integrating practical nutritional education with hands-on experience.

Overall, the Miller Freedom Center's diverse facilities are designed to provide a nurturing and supportive environment for a wide range of programs, supporting the holistic development of all participants.

## **Section 12: Safety and Student Transportation**

### **SAFETY AND STUDENT TRANSPORTATION**

Boys & Girls Clubs of Northeast Florida (BGCNF) takes the safety and security of the youth we serve very seriously. Our 21st CCLC program staff is required to undergo a FDLE Level II screening and meet all the

certification requirements and possess the necessary licenses as required by BGCNF, the School District, and 21st CCLC.

BGCNF conducts 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 are 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 becomes 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 address a myriad of other safety issues.

BGCNF does maintain a small fleet of buses that circulate to/from schools and off-site activities.

BGCNF prioritizes the safety and security of the youth we serve. Our commitment is demonstrated through stringent measures and protocols, ensuring a secure environment for all participants.

-----

## STUDENT TRANSITIONS

### Releasing Students

- At the end of the program, students will be signed out by an authorized adult.
- If a parent or guardian is unavailable, they must sign a release form and provide an authorized list of individuals for pick-up, who must present proof of identity.
- Staff will ensure each student is safely handed over to the authorized individual.

### Transitioning Between Activities

- Students will transition between activities under the supervision of staff members, ensuring orderly movement.
- A set schedule will be followed, and students will be informed of the daily routine to facilitate smooth transitions.

- Staff will be positioned at strategic points to guide and supervise students during transitions.

#### Safety Protocols

- Safety briefings will be conducted regularly to remind students of the rules and expectations.
- All academic, project based, nutritional and outdoor activities will be monitored by staff to maintain a safe and controlled environment.

---

### STAFF SCREENING AND COMPLIANCE

Our 21st Century Community Learning Center (CCLC) program staff undergo comprehensive vetting processes. This includes:

#### Florida Department of Law Enforcement Level II Screening

All staff must pass a rigorous background check by the Florida Department of Law Enforcement (FDLE).

#### Certification and Licensing

Staff must meet all certification requirements and hold necessary licenses as mandated by BGCNF, School District, and the 21st CCLC

#### Annual Background Checks

Post-hire, all employees are subject to yearly background checks.

#### Random Drug Testing

To maintain a drug-free environment, we conduct random drug tests.

#### Jessica Lunsford Act Compliance

Our staff undergo screening as required by this act, further ensuring the safety of our youth.

#### District Safety and Hiring Regulations

BGCNF adheres strictly to all district guidelines and regulations regarding safety and hiring.

---

### SAFETY PROCEDURES AND PROTOCOLS

BGCNF's Club enrollment and daily operations are designed with safety as a core principle.

Enrollment Process - Parents or guardians must fill out a comprehensive membership form that collects contact, medical, employment, demographic, and socioeconomic information.

Attendance Management - Students sign themselves in and out daily, creating accurate monthly attendance records. Staff enter student attendance daily into the 21st CCLC EZReporting software platform.

Pick-Up Protocols - We encourage adult family members to pick up their children daily. If unavailable, parents must sign a release form and provide an authorized list of individuals for pick-up, all of whom must show proof of identity.

Boys & Girls Clubs of Northeast Florida Parent/Student Handbook - A detailed handbook outlines safe practices and expectations for all members.

Training and Compliance - Our staff is trained and certified in CPR and First Aid, with ongoing in-house and external training sessions.

Comprehensive Safety Manual – BGCNF has a Safety Committee comprised of executive leadership, operations staff and programming staff that meets monthly to address various safety issues, ensuring thorough preparedness. The Safety Committee reviews the BGCNF Comprehensive Safety Manual annually and ensures that all BGCNF staff members are trained accordingly on all safety protocols.

-----  
**TRANSPORTATION SAFETY**

BGCNF maintains a small fleet of buses to facilitate transport to and from schools and off-site activities:

Regular Safety Inspections - All Club vehicles undergo routine safety inspections to mitigate potential hazards.

Student Bus Safety – BGCNF enforces comprehensive student bus safety protocols, which include detailed attendance recording, strict ridership procedures, and clear emergency measures. Additionally, all bus drivers are thoroughly vetted and trained, bus routes are regularly reviewed for safety, and students receive instructions on bus safety rules and conduct. These measures ensure the safe transport of students to and from schools and off-site activities, providing peace of mind for both parents and staff.

By implementing these extensive measures, Boys & Girls Clubs of Northeast Florida (BGCNF) ensures a

safe, secure, and nurturing environment for all our youth members. Our rigorous safety protocols, comprehensive staff training, structured supervision, and meticulous transportation safety practices not only protect our students but also foster a supportive atmosphere where they can thrive and grow with confidence.

## **Section 13: Project Budget**

See attached budget.

## **Section 14: Sustainability**

### **SUSTAINABILITY**

The Miller Freedom Center Boys & Girls Club's 21st CCLC Advisory Board is instrumental in ensuring the program's sustainability. Comprising stakeholders with diverse expertise and backgrounds, this board plays a pivotal role in guiding program design, evaluation, and expansion. Their involvement ensures the integrity of implementation and operations while fostering community support. Through a collaborative approach, the Advisory Board will identify and pursue a range of funding opportunities, both fiscal and in-kind, essential for long-term sustainability.

To ensure broad-based community, school, and student involvement and support, BGCNF's 21st CCLC programs will establish a local 21st CCLC Advisory Board. This board will include at least two parents, two students (if middle and/or high school students are served), one regular school day teacher from each target school, and a varied group of members from community agencies and the private sector. The optimal size is 10 to 15 members. The advisory board will hold a minimum of two meetings per year, with minutes taken and attendance recorded. These meetings will focus on current or future program needs and concerns, program evaluation results, program operations, and the active recruitment of resources to implement the sustainability plan.

Central to our sustainability plan is the proactive pursuit of diverse funding sources. This includes annual capital campaigns, event fundraisers, board donations, corporate outreach, and grants. By casting a wide net, we aim to maximize financial support from both private and public sectors. Additionally, we leverage data to demonstrate the effectiveness of our program, thereby enhancing our appeal to potential donors and partners.

Furthermore, sustainability funding strategies are integrated into our long-range plan, ensuring that they remain a priority in organizational decision-making. By incorporating sustainability measures into our operational agenda, we lay a strong foundation for the continued success of the 21st CCLC program.

In summary, BGCNF is dedicated to creating an innovative, high-quality program that endures beyond the end of state funding. Through strategic partnerships, strong and effective boards, diverse funding streams, and a commitment to data-driven effectiveness, we are confident in our ability to sustainably serve the needs of our students and communities for years to come.

Scope of Work/Narrative Addendum  
Cohort 21 (2024-25) RFP

Agency Name: BGC of Northeast Florida Project Number: 16N-2445C-5PS06  
Program Name: Miller Freedom Center Boys & Girls Club  
Project STEAM Extreme + L (Literacy) -  
Elementary

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

This change includes:  Additions  Deletions  Both

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

### Section 1: Project Abstract/Summary

The Boys & Girls Clubs of Northeast Florida (BGCNF) operates the Project STEAM Extreme + L (Literacy) Program at the Miller Freedom Center – Elementary Boys & Girls Club, located at 942259 Old Nassauville Rd, Fernandina Beach, FL 32034. This program aims to enhance academic performance and personal development among elementary school-aged students in grades 1 - 5 from Yulee Primary School, Yulee Elementary School, Wildlight Elementary, Southside Elementary School, and surrounding private schools.

- BGCNF operates the Miller Freedom Center – Middle & High Project STEAM Extreme + L (Literacy) Program at the same location. Programming differs between elementary and middle/high school students. BGCNF employs separate, non-duplicated staff for the elementary program and the middle/high school programs. Additionally, the budgets and purchases for each program are kept completely separate, ensuring no overlap or duplication of resources.

**Original RFP Proposal**

Site #1: BGC NE FL - Miller Freedom Center (Elementary)

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				\$2.00	\$ -	\$ -
Afterschool	100	3.5	170	\$4.00	\$ 238,000.00	\$ 238,000.00
w/ Transportation				\$5.00	\$ -	\$ -
Early Release	100	1	34	\$4.00	\$ 13,600.00	\$ 13,600.00
1/2 Days	100	3	2	\$4.00	\$ 2,400.00	\$ 2,400.00
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks	100	10	8	\$6.00	\$ 48,000.00	\$ 48,000.00
w/ Transportation				\$7.00	\$ -	\$ -
Summer	80	8	28	\$6.00	\$ 107,520.00	\$ 107,520.00
w/ Transportation				\$7.00	\$ -	\$ -
					\$ 409,520.00	\$ 409,520.00

Site #2 Name

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				\$2.00	\$ -	\$ -
Afterschool				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Early Release				\$4.00	\$ -	\$ -
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
Summer				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
					\$ -	\$ -

Total as per operations =	\$	409,520.00	\$	409,520.00
DOE 100A Budget Request =	\$	409,520.00		
Proportion =		100.00%		

**Revised**

Site #1: Miller Freedom Center (Elementary)

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				\$2.00	\$ -	\$ -
Afterschool	100	3.5	170	\$4.00	\$ 238,000.00	\$ 238,000.00
w/ Transportation				\$5.00	\$ -	\$ -
Early Release	100	1	34	\$4.00	\$ 13,600.00	\$ 13,600.00
1/2 Days	100	3	2	\$4.00	\$ 2,400.00	\$ 2,400.00
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks	100	10	8	\$6.00	\$ 48,000.00	\$ 48,000.00
w/ Transportation				\$7.00	\$ -	\$ -
Summer	80	8	28	\$6.00	\$ 107,520.00	\$ 107,520.00
w/ Transportation				\$7.00	\$ -	\$ -
					\$ 409,520.00	\$ 409,520.00

Site #2 Name

	# Students	Hrs/Day	# Days	Rate	Service Total	Proportion Applied 100.00%
Before School				\$2.00	\$ -	\$ -
Afterschool				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Early Release				\$4.00	\$ -	\$ -
Weekends				\$4.00	\$ -	\$ -
w/ Transportation				\$5.00	\$ -	\$ -
Holidays/School Breaks				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
Summer				\$6.00	\$ -	\$ -
w/ Transportation				\$7.00	\$ -	\$ -
					\$ -	\$ -

Total as per operations =	\$	409,520.00	\$	409,520.00
DOE 100A Budget Request =	\$	409,520.00		
Adjusted Proportion =		100.00%		

**2024-25  
Funding Amount**



**2024-2025 SITE PROFILE**

<b>Agency Name</b>	Boys & Girls Clubs of Northeast Florida	<b>Project Number</b>	16N-2445C-5PS06			
<b>Site Name</b>	Miller Freedom Center Boys & Girls Club Project STEAM Extreme + L (Literacy) - Elementary				<b>Zip Code</b>	32034
<b>Site Address:</b>	942259 Old Nassauville Rd.	<b>City</b>	Fernandina Beach	<b>County</b>	Nassau	
<b>Site Contact Name:</b>	Lendward Griffin	<b>Phone</b>	(904) 261-1075	<b>Email</b>	LendwardG@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
Yulee Primary School	Pre K – 2	638	52.8	1, 2		20	15		20
Yulee Elementary School	3, 4, 5	599	43.6	3, 4, 5		20	15		20
Wildlight Elementary School	Pre K, 1, 2, 3, 4, 5, 6	1164	35.1	1, 2, 3, 4, 5		40	35		40
Southside Elementary School	Pre K – 2	619	52.3	1, 2		20	15		20
<b>TOTAL</b>					<b>0</b>	<b>100</b>	<b>80</b>	<b>0</b>	<b>100</b>

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

AFTER SCHOOL SITE OPERATIONS							
Start Date	8/12/24	End Date	5/14/25	Total Number of Service Days	170		
Non-service days	9/2/24, 11/11/24, 11/27/25, 11/28/24, 11/29/24, 12/23/24, 12/24/24, 12/25/24, 12/26/24, 12/27/24, 12/30/24, /12/31/24, 1/1/25, 1/2/25, 1/3/25, 1/6/25, 1/20/24, 4/18/25						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
<b>Start Time</b>	2:30 p.m.	2:30 p.m.	2:30 p.m.	2:30 p.m.	2:30 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>	3.5	3.5	3.5	3.5	3.5		
<b>Early Release Dates</b>	8/14/24, 8/21/24, 8/28/24, 9/4/24, 9/11/24, 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, 4/30/25, 5/7/25, 5/14/25			<b>Total Service Days</b>	34	<b>Hours/Day</b>	1
<b>½ Days</b>	9/18/24, 4/23/25				2		3

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	10/14/24, 11/25/24, 11/26/24, 2/17/25, 3/17/25, 3/18/25, 3/19/25, 3/20/25, 3/21/25, 3/24/25					
	Holidays/Break	Total number of Holiday, School Break service days.	Start Time	Saturday	Total number of Weekend service days.	
<b>Start Time</b>	9:00 a.m.					N/A
<b>End Time</b>	5:00 p.m.					
<b>Hours</b>	8	10	<b>Hours</b>			

SUMMER SITE OPERATIONS							
Start Date	6/9/25	End Date	7/18/25	Total Number of Service Days	28		
Non-service days	6/19/25, 7/4/25						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
<b>Start Time</b>	9:00 a.m.	9:00 a.m.	9:00 a.m.	9:00 a.m.	9:00 a.m.	N/A	
<b>End Time</b>	5:00 p.m.	5:00 p.m.	5:00 p.m.	5:00 p.m.	5:00 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 5 Adult Family Member Sessions at ½ - 1 hour per activity.		
<b>Total Number of Sessions</b>	5	<b>Total Number of Adult Family Members Served</b>	50
STUDENT/TEACHER RATIO			
<b>Academic Ratio</b>	10:1	<b>Personal Enrichment Ratio</b>	20:1