

3.1 Project Abstract or Summary

Committed to enable all young people, especially those with the greatest needs to reach their full potential, the Boys & Girls Clubs of Tampa Bay (BGCTB) serves K-8th grade students attending three low-performing Title I Hillsborough County Public Schools; Clair Mel Elementary, Dowdell Middle and Greco Magnet Middle. All three schools serve youth in communities that are higher than average for poverty levels in the State (www.census.gov, 2018). The program operates before school at Greco Middle, after school at Greco Middle and the Vinik BGCTB club (serving Clair Mel Elementary and Dowdell Middle), and during the summer. Greco (located in Temple Terrace) students are served on-campus. Additional family engagement activities are offered throughout the school year. The objectives will be to improve academic achievement scores at all three schools, as indicated in each school's improvement plan.

3.2 Community Notice and Needs Assessment

3.2a Community Notice

BGCTB worked with the School District and the targeted schools to inform the community about this proposal. Specifically, BGCTB worked with our internal Community Outreach Directors, Research and Evaluation, and the Grants Department of the District to plan the proposal and to inform the community of its intent to apply for 21st CCLC support. A formal meeting was held at BGCTB with the school representatives on July 24, 2018 for final details. BGCTB provided a press release to local news outlets and provided the information via BGCTB Community Outreach Directors to pass out in the community. In addition, BGCTB posted a notice on the organizational website <http://www.bgctampa.org/our-clubs/21st-century-community-learning-centers-middle-school-initiative/>. Letters of intent to apply for 21st CCLC funding were provided to area private schools (located only in Temple Terrace) directly on July 17, 2018 via email or USPS mail, no response has been received.

After submittal, a copy of the proposal will be posted on BGCTB 21st CCLC website and a copy will be shared with the school district. In addition, the proposal and associated content will be available electronically or hard copy, upon request.

3.2.b. Needs Assessment

School Name	2017-2018 Grade	ELA Scores	Math Scores	Science Scores	Free/Reduced Lunch Rate	Minority Rate
Hillsborough County		54%	56%	56%	61%	31%
Greco Middle School	D	31%	27%	28%	89%	88%
Clair-Mel Elementary School	D	40%	37%	36%	98%	93%
Dowdell Middle Magnet School	D	25%	25%	18%	95%	82%

<http://fldoe.org/accountability/accountability-reporting/school-grades/>

[https://www.sdhc.k12.fl.us/docs/00/00/16/04/Updated Strategic Brochure 4 19 18x.pdf](https://www.sdhc.k12.fl.us/docs/00/00/16/04/Updated_Strategic_Brochure_4_19_18x.pdf)

Hillsborough County School District, the 8th largest in the nation, is undertaking a bold plan to move very low-achieving schools into smaller Learning Networks, called Achievement Schools. This smaller learning network will provide more direct interaction with the school district leadership and are *encouraged* to work collaboratively with stakeholders in the community. Of the three selected school for this proposal, Greco Middle and Clair-Mel Elementary are in this category. Why was this needed? Achievement Schools have been selected based on performance data. There will be three tiers based on State Designations for Differentiated Accountability and school improvement. Tier 3 will receive the most intensive supports (the Achievement Schools). Schools will have to show continuous improvement and the ability to sustain student achievement to be removed from the cohort. Support will stay in place for an Achievement School until it earns a “C” grade or better for three straight years. HCPS goals for Achievement schools are:

1. There will be a dramatic increase in the number of students performing at or above grade level in reading and mathematics within three years of implementation.
2. Every school will achieve sustained success (three years of a "C" grade or higher) and be considered a "model school" in Hillsborough County Public Schools. The number of Achievement Schools will decrease from 50 to 0 by 2025.

ACHIEVEMENT SCHOOLS



Achievement Schools
Transforming Schools Through Learning



**Hillsborough County
PUBLIC SCHOOLS**
Empowering Tomorrow's Leaders

Tricia McManus, Assistant Superintendent of Leadership, Professional Development, and School Transformation				
Michelle Fitzgerald and Shaylia McRae				
Small Learning Network #1	Small Learning Network #2	Small Learning Network #3	Small Learning Network #4	Small Learning Network #5
Michelle Fitzgerald	Shaylia McRae	Yinka Alege	Odalys Pritchard	Larry Sykes
Dover Folsom Foster James Mango McDonald Mort Palm River Pizzo Shaw Sheehy	BT Washington Chamberlain Cleveland Edison Forest Hills McLane Memorial Oak Park Potter Robles Shields Sulphur Springs Thompson	Armwood Bing Clair-Mel Frost Ippolito Jennings Sligh Spoto Thonotosassa Woodson	Broward Dunbar Graham Greco Just Kenly Kimbell Lockhart Miles Sullivan	Bryan Burney Gibson Jackson Reddick Ruskin Community Engagement for all Achievement Schools

Area Superintendent and overall supervisor ♦ **Interim Deputy Director** ♦ **Interim Deputy Director & Community Engagement**
 ♦ Area Superintendents Michelle Fitzgerald and Shaylia McRae will have oversight of all Achievement Schools.
 ♦ Each one of our Achievement Schools will also be part of a "Smaller Learning Network" to provide more direct interaction with a specific leader. Community Engagement will work collaboratively with stakeholders from all Achievement Schools and throughout the community.

Additional research included the most recent data available from the United States Census, School Improvement Plans, Parent Meetings and survey results from students (at Greco Middle), and includes information on juvenile crime from the Hillsborough County Sheriff's Office.

The need for an afterschool program targeting low-performing schools, including Middle schools, was first identified in the community by the Children's Board of Hillsborough County (Children's Services Council) in 2009 through collaborative research assessments to distinguish communities bearing risk factors adversely affecting youth development (poverty, violence, low graduation rates and high unemployment rates). In addition, recent studies affirm a trending

correlation between poor academic performance and predisposing factors, such as poverty, faced by youth in underserved communities (Chaudry, 2016, Volume 16, Issue 3).

Clair Mel Elementary Improvement plan identifies a problem exists at their school where students are not achieving level 3 or higher in comparison to the district or state averages. Their goal is to increase students achieving level 3 or greater on the FSA Reading, FSA Math and NGSS Science by at least 5%. There is currently an out-of-school time program being hosted at the school through the school district with a weekly fee of \$53 that can be a barrier to service in this very low-income community. In addition, although useful for parents to use for care-giving, the rigorous academic help, similar to the 21st CCLC model, is simply not available due to cost and staffing requirements. With an enrollment of 578 and a fixed number of students the onsite after-school program can provide due to space, there is a need for both programs. Those that need more academic tutoring and are committed to the time duration will have preference at our club.

Dowdell Middle, a Magnet school with an extended school day, has identified through their Improvement plan the goals necessary to increase student achievement in math and reading. A recent D rated school, this is the middle school most students from Clair Mel elementary will attend. It's a logical conclusion that BGCTB focus on FSA scores at the elementary school, and continue to provide academic assistance to a smaller number of middle school students, creating a pipeline from one school into the next. Dowdell has a before school only, on-site program, run by the school district with a weekly fee at \$10/\$15. Our program will not offer before school for this middle school, assuring no conflict or competition if they continue to provide this service.

Greco Middle, located in Temple Terrace, is included in this request due to the community's very vocal desire for a quality out-of-school academic program for their students. Parents, law enforcement, and public officials asked BGCTB to help in early 2016. A pilot program began in school year 2016-2017 and ran through 2018 which provided very limited support; 3

days a week with a small staff, to gauge the interest of the students themselves. The response was overwhelming, with students, parents and teachers asking for a full program offered every day. Greco's Improvement plan specifically states "G1.B2: Need to provide positive activities for students, including out-of-school time academic and enrichment activities". Hillsborough County School District provides a before and after school program for Greco students, but it is neither free, nor robustly utilized. Comparatively, the BGCTB club at Greco exceeded the goal of 30 students with an average daily attendance of 36, which consequently mirrors this request of 35.

Additionally, the youth in both communities suffer, as almost all youth do, from a lack of regular physical activity. "Over the past decade, mandates of the federal No Child Left Behind Act have placed major emphasis on children's standardized test performance, and, as a consequence, have led to reductions of children's opportunities to engage in physical activities (PA) during the school day. Physical activity proponents have long argued for the necessity of school-affiliated PA, suggesting that the time spent in PA would benefit health and might contribute to academic performance." (Donnelly, 2018) BGCTB provides all club youth participation in the Triple Play program, identified as a promising practice by the Promising Practices Network. Triple Play program components increase the time spent in exercise, addresses healthy eating and nutrition and improving self-esteem.

Lastly, the public's support for public investment in OST programs is consistently high. Locally, the Children's Board of Hillsborough County, Hillsborough County Board of County Commissioners, the City of Tampa, the Department of Juvenile Justice, and the Hillsborough County Sheriff's office all contribute to the tapestry of out-of-school time programs offered in this community, paid for with public money. The 2017 Rand Corporation policy brief "Perspective, The Value of Out-of-School Time Programs" specifically lists the Boys & Girls Club model as one of their researched programs that work (Sloan McCombs, Whitaker, & Youngmin Yoo, 2018).

Based on this needs assessment, BGCTB proposes a 21st CCLC program that serves four key program objectives: (1) provide academic enrichment, grade improvement and increased

performance on standardized tests by utilizing before and after school time; (2) improve behavior, social skills and a culture of respect; (3) provide a caring, safe environment that builds healthy relationships with teachers and other adults, and (4) provide children with personal inspiration and overall self-esteem, empowering them to set and achieve goals.

3.3 Dissemination of Information

BGCTB is fortunate to already have a dedicated website to disseminate the current 21st CCLC grant <http://www.bgctampa.org/our-clubs/21st-century-community-learning-centers-middle-school-initiative/> . Information about this 21st CCLC program will be made accessible to the community on the same webpage and at each of the schools. This web page is overseen by the Development and Marketing Department and is updated at least twice per year. The website hosts an array of information including: a description of program services, program address, targeted schools, hours of operation, contact information for program and site coordinator, program practices, data-based successes, program performance reports, applications and enrollment forms. A copy of the approved grant narrative will also be posted on the website, with a portion of the site devoted to ongoing progress towards the proposed goals and objectives.

Program schedules and calendars will be disseminated to schools monthly, along with invitations and flyers for presentations and special events. Letters concerning program updates, student program performance and program events will be distributed to family members of participating students. The Vinik club will have a Collaboration Liaison assigned to distribute program information to the principal, administrative staff, teachers, and parents. Greco will have their own point of contact for the same purpose (Site Coordinator). Teachers will receive a letter at the start of the school year from each point of contact introducing him/herself, providing a list of students receiving tutoring services in their classroom. This letter will provide contact information to commence communications necessary to align tutoring services with classroom topics. The site coordinator will meet with teachers on a weekly basis to ensure adequate student academic progression. Daily communications will be provided to parents via contact with the

program staff, phone calls about student behavior and written communication, provided in Spanish and English, such as emails, texts, letters or flyers. Part of parent orientation is providing BGCTB staff the preferred communication style of each family, so we can tailor the message. The Program Director will meet with principals monthly to ensure transparent communications of program expectations are apparent and concerns are addressed..

3.4 Target Population, Recruitment and Retention

All students enrolled in K-5th grade at Clair Mel Elementary, or 6th, 7th, 8th grade at Dowdell and Greco Middle school in Hillsborough County may receive services. All schools are Title 1 and serve a high percentage of students from low-income families.

School Name	Free or Reduced-Price
	Lunch
Clair Mel Elementary	98%
Dowdell Middle Magnet	95%
Greco Middle	89%

Students will be initially selected based on first come, first served basis, as the afterschool program will start

August 10th, 2018 (when school begins in Hillsborough County), well before funding announcements will be made. The recruitment and attendance requirement for BGCTB and 21st CCLC is similar, so transition into the more robust academic student/teacher ratios of the 21st CCLC program will be the biggest change. As turnover occurs, the priority for entry will be students not meeting Florida state standards in math, reading and science, and having one of the following risk factors: eligible for free/reduced-price lunch, single parent home, incarcerated family member, or behavior issues. To ensure targeted students represent the community of students facing the most significant barriers to academic achievement, all parents must complete a full application prior to enrollment containing applicable demographic, contact, income and academic data. Administrative staff, teachers, and counselors will also identify students by analyzing report card data and test scores to make referrals for eligible students to participate in the 21st CCLC program. A waiting list will be established when enrollment status reaches capacity at the Middle

school and at the club. All students targeted for the program must be able to complete all components and attend regularly. Regular attendance is considered at least 4 days per week for the entire program time, at least 30 days or longer. Regular program participation and attendance will be monitored closely to move students from the waiting list. To ensure full compliance and eligibility, the process of enrolling a student into the program consists of parents completing all required forms, committing to the attendance policy and attending the orientation. Serving youth impacted by risk factors such as violence, poor parental involvement, low academic performance, and poverty ensures targeted students align with the needs identified in the Needs Assessment section. Attendance will be recorded daily through the Membership Tracking System (MTS), the BGCTB data base system.

The program will target 140 youth grades K-8, 70 in grades K-5 and 70 in grades 6-8. BGCTB will employ several recruitment strategies to identify students that display the key characteristics: low income (based on free or reduced lunch qualifier), poor academic test scores, single parent household, incarcerated family member, or behavior issues. To ensure student retention, BGCTB will foster internal motivation and external rewards. Program activities will be designed to spark the interests and passions of each youth to propel the motivation necessary for success. Periodic rewards will be provided for attendance, increased scores on standardized tests and family night attendance. Rewards range from field trips for kids, dinner for families (BGCTB to host), tickets to movies, sports events and local amusement parks. Students and parents will be surveyed once a year to gather information regarding student and parent interests and needs. Interests will then be incorporated into program and family engagement activities throughout the school year. BGCTB has been successfully running a similar 21st CCLC program targeting two middle schools since 2015 and has gained experience in motivation techniques for this purpose.

3.5 Times and Frequency of Service Provision for Students and Adult Family Members

Regularly participating **elementary students** will attend the program on Monday 1:30-5:30, and Tuesday through Friday from 2:30-5:30 on regular school days. Every Monday is an

early release for ALL public-school students in Hillsborough County. The club will be open until 6:00 pm and all students can stay with BGCTB supervision. During the summer, the **elementary students** will attend 7:30 am – 6:00 pm, Monday through Friday for 33 days of the summer. Over the course of the grant year, the elementary students will have available **920 total hours** of quality after-school programming (school year, 3 hours per day x 146 days = 438 hours, early release, 4 hours per day x 34 days = 136 hours, summer, 10.5 hours per day x 33 days = 346 hours).

Regularly participating **Dowdell Middle** students will attend the program on Monday from 2:45 pm – 6:00pm and Tuesday through Friday from 3:45 pm – 6:00 pm. This time-frame allows the students 15 minutes from bell release to gather their work and walk to the club, about 2 blocks away. This schedule is available on all regular school days. During the summer the schedule for middle school students will be 8:30 am – 6:00 pm. Early arrivals will be welcome (we open at 7:30), but the program itself will begin at 8:30 am. Over the course of the grant year, Dowdell students will engage in **751 total hours** of quality after-school programming (school year, 2.25 hours per day x 146 days = 328 hours, early release, 3.25 hours x 34 days = 110 hours, summer, 9.5 hours x 33 days = 313 hours).

Greco Middle school has a different bell schedule than Dowdell. Regularly participating **Greco Middle** students will attend the program before school Monday through Friday from 7:30 am – 9:00 am (school begins at 9:15 am). After school the students will attend, on campus, from 4:30 pm – 6:00 pm (school ends at 4:15 pm) Tuesday through Friday, and 3:30 pm – 6:00 pm on Monday (early release). During the summer the students will attend 8:30 am – 6:00 pm Monday through Friday. Greco students will engage in **887 total hours** of quality after-school programming (school year, before school, 1.5 hours x 180 days = 270 hours, after school, 1.5 hours x 146 days = 219 hours, early release, 2.5 hours x 34 days = 85 hours, summer, 9.5 hours x 33 days = 313 hours). This program will offer breakfast at no cost to student every day of regular programming in partnership with the breakfast program offered at school sites. At all sites after

school, students will be grouped appropriately by grade for a healthy snack and homework assistance.

To assure youth have the necessary support, family members will be provided with six literacy and educational development opportunities accompanied by three parent orientations hosted in September, January and June. Six events will be hosted for 1-2 hours at the Vinik BGCTB, and Greco Middle school in conjunction with a community partner identified to address specific family and student needs. Literacy events will include financial literacy workshops, family development courses focused on building positive relationships at home, and health and safety.

3.6 Program Evaluation

Evaluation Framework

BGC-Tampa Bay will employ an evaluation framework centered on the four standards of excellence identified by Patton (1982): utility, feasibility, propriety, and accuracy. These are also the standards adopted by the American Evaluation Association for evaluation of education programs. BGCTB will place a high value on the utility of this evaluation, as that will best support continued programmatic improvement. Within this framework, evaluation activities include gathering credible evidence, assessing participant outcomes, and justifying conclusions, then sharing lessons learned and supporting staff in efforts to reach increasingly higher goals.

Evaluation Methodologies

This evaluation will employ mixed methods – quantitative and qualitative. Quantitative data will measure whether BGCTB achieved its academic and other measurable objectives each year. Quantitative data will also be used for progress monitoring each quarter to identify students in need of targeted academic assistance. The annual evaluation will include descriptive statistical analyses of all quantitative data as well as inferential statistical analyses where appropriate.

Qualitative data will be used to help explain and interpret the findings of the quantitative data. Qualitative data will also be used to seek out ideas for program improvement, to analyze

the impacts of coordination between the 21st CCLC program and the host schools, to identify obstacles to program success, and to examine any unanticipated outcomes.

The evaluation will include formative, summative, and longitudinal elements. Formative data will provide timely input for program improvement. Program staff will engage in regular discussions as to what academic and other supports 21st CCLC students need. Program staff will engage in regular discussions with local partners (primarily teachers/administrators in the host schools) to improve program supports and expand services where appropriate. Program staff will engage in discussions with the evaluator at least three times per year, to jointly analyze data, discuss challenges, and plan/implement new initiatives. The external evaluator will also complete two observations per site, per year, in order to gather qualitative data on quality of program operations and levels of student engagement.

Summative evaluation efforts will directly respond to the 21st CCLC measurable objectives and FLDOE requirements. It will be important each year to dissect the summative data for areas of weakness and strength. For example, the evaluation may find that academic success rates are higher in one school of the three in the grant. Likewise, student attendance may be better at one school among the three. Alternatively, data dissection and examination may find entirely different areas in need of improvement before the main goals can be achieved.

As this is a five-year grant, the evaluation will also be longitudinal. Beyond assessing progress at the macro level each year, the program intends to also assess its success in each objective over time. As with the annual evaluation, appropriate descriptive and inferential statistical analyses will be employed.

External Evaluator

As required, BGCTB has already identified an external evaluator for this grant. In 2017-18, BGCTB contracted with Prismatic Services for the evaluation of the current 21st CCLC grant. If awarded this second grant, BGCTB will have Prismatic serve as evaluator for both 21st CCLC programs. All Prismatic evaluations adhere to the guiding principles developed by the American

Evaluation Association as well as the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation.

American Evaluation Association Guiding Principles for Evaluators

Systemic Inquiry	Evaluators conduct systematic, data-based inquiries.
Competence	Evaluators provide competent performance to stakeholders.
Integrity/Honesty	Evaluators display honesty and integrity in their own behavior and attempt to ensure the honesty and integrity of the entire evaluation process.
Respect for People	Evaluators respect the security, dignity, and self-worth of respondents, program participants, clients, and other evaluation stakeholders.
Responsibilities for General and Public Welfare	Evaluators articulate and consider the diversity of general and public interests and values that may be related to the evaluation.

Prismatic's lead evaluator holds a doctorate in education and more than 20 years of experience in the field. She has the advanced technical and statistical skills necessary for the success of this evaluation. She also has a wealth of experience in evaluating after school programs nationally and a variety of educational programs in the Tampa area. She is a trusted evaluator for programs offered by the Hillsborough County Public Schools system, including two USDOE grants, the Title III program, the homeless program, and the Learning for Life program. Prismatic has a wealth of experience in gathering data from the Hillsborough school district, which will benefit BGCTB by eliminating previously paper-based data collection in favor of electronic data exchange. Extant district datasets include variables on student demographics, attendance, behavior, and academic achievement.

Also, as required, neither Prismatic Services nor its lead evaluator has a vested interest in the operations of the BGCTB 21st CCLC program. This allows for truly independent programmatic evaluation work and is in line with the AEA guiding principle of integrity/honesty.

3.6b Objectives for Academic Benchmarks

Objective 1: English Language Arts/Writing - Improve English Language Arts performance to a satisfactory level or maintain an above satisfactory level of performance. **Assessment:** 80%

will improve Language Arts or maintain a high grade across the program year. **Measure:** Report Cards. **Standard:** Maintain A/B grade, or improve from C to B, or grade D/F to C (**Grade Groups Measured:** K-8)

Objective 2: Mathematics - Improve mathematics to a satisfactory level or maintain an above satisfactory level of performance. **Assessment:** 80% will improve Math grade or maintain a high grade across the program year. **Measure:** Report Cards. **Standard:** Maintain A/B grade, or improve from C to B, or grade D/F to C (**Grade Groups Measured:** K-8)

Objective 3: Science - Improve science to a satisfactory level or maintain an above satisfactory level of performance. **Assessment:** 80% will improve Science grade or maintain a high grade across the program year. **Measure:** Report Cards. **Standard:** Maintain A/B grade, or improve from C to B, or grade D/F to C (**Grade Groups Measured:** K-8)

Objective 4a: Third Grade Promotion - Improve the third-grade promotion rate based on Florida Standard Assessment (FSA) requirements. **Assessment:** 40% will achieve promotion based on FSA. **Measure:** FSA Score **Standard:** Students achieve an FSA score sufficient to achieve promotion to 4th grade (**Grade Groups Measured:** 3rd grade)

Objective 4b: Algebra 1 End-of-Course Exam – Improve the passing rate of the required Algebra 1 End-of Course test for students enrolled in the course. **Assessment:** 40% of regularly participating students enrolled in Algebra 1 will pass the Algebra 1 EOC exam. **Measure:** Algebra 1 EOC Score **Standard:** Students achieve an Algebra 1 EOC score sufficient to pass this requirement (**Grade Groups Measured:** 6th, 7th, 8th)

(see attached Objectives Tables for more detail)

3.6c Applicant-Specified Objectives (personal enrichment)

Objective 5: Maintain high performance or improve decision-making behaviors. **Assessment:** 80% of students will maintain high performance or improve their decision-making behaviors as measured by school/district records. **Measure:** School District Records **Standard:** Improved personal enrichment-Behavior & Problem-Solving (**Grade Groups Measured:** K-8th)

Objective 6: Increase physical activity. Assessment: 80% of students will increase their physical activity as measured by curriculum-based assessment. **Measure:** Curriculum-based assessment **Standard:** Personal Enrichment-Health & Nutrition (**Grade Groups Measured:** K-5th)

Objective 7: Maintain high performance or improve grade promotion. Assessment: 85% of students will maintain high performance or improve their grade promotion as measured by school/district records. **Measure:** School/district records **Standard:** Dropout Prevention (**Grade Groups Measured:** 6th-8th)

Objective 8: Increase Literacy skills. Assessment: 25% of students will increase their literacy skills as measured by pre, mid, post assessment **Measure:** pre-mid-post assessment **Standard:** Family Literacy (**Grade Group:** K-8th)

Objective 9: Improve Reading skills. Assessment: 80% of participating students will improve reading skills **Measure:** FSA Prep pre-mid-post assessment **Standard:** Academic-English/Language Arts (**Grade Group:** 6th, 7th, 8th)

Objective 10: Improve Mathematic skills. Assessment: 80% of participating students will improve their mathematic skills **Measure:** FSA Prep pre-mid-post assessment **Standard:** Academic-Mathematics (**Grade Group:** 6th, 7th, 8th)

Objective 11: Improve Science skills. Assessment: 80% of regularly participating students will improve their Science skills **Measure:** FSA Prep pre-mid-post assessment **Standard:** Academic-Science (**Grade Group:** 6th, 7th, 8th) *(See attached objectives table for more detail)*

3.7 Approved Program Activities

The proposed program activities will begin on September 1, 2018 and run through August 31, 2019. All 21st CCLC students will be served each proposed day, receive equal services and be given the opportunity to attend academic and enrichment activities each week. The sites follow the school bell schedule (See Attached School Year and Summer Schedules for Reference). On a typical day, the morning session (Greco only) will be personalized homework help and tutoring

with certified teachers. The schedule at Vinik will be organized into blocks with a student taking part in Language Arts or STEM project-based learning during the first hour and educational enrichment activities in the second hour. All activities take place on school grounds, or in the BGCTB location providing a computer lab, gym, classroom space, multi-purpose space, dance studio, and outdoor playing fields.

Language Arts – Achieve3000 is a K-12 online differentiated literacy instructional program proven to accelerate student reading gains. The program tailors the same grade appropriate content to each student's individual reading level. It also has blended learning capabilities which align content to classroom textbook programs or district assessments. Summer Bridge Books: (Summer) To prevent summer learning loss, students will work out of summer bridge books which are tailored to all grade levels, in reading, math, writing, science, and fitness. All books come with flash cards and a pre and post assessment. These activities directly impact Objectives 1 and 9 and indirectly help objectives 4a and 7, which impact grade promotion.

Math and Science – BGCTB will utilize DimensionU, which is an internet-based math program that introduces and reinforces math concepts through the usage of gaming. Students compete amongst their peers and must use critical thinking skills to solve mathematical equations, word problems, or sequential pattern games. Teachers customize and monitor the gaming experience by selecting, adding, and modifying content students are assigned when they sign into their account. As student's complete tasks, levels becoming more complex. All content is aligned to state standards and provides an engaging format for students to learn math. Tutoring: Certified teachers will reinforce curriculum topics taught throughout the school day using educational games such as scavenger hunts and trivia games, and manipulatives which promote a concrete learning experience for kinesthetic and visual learners. Additional support will be provided in the form of small group instruction of 1:5 for students identified as under-performing. These activities directly impact Objectives 2, 4b, 10 and indirectly help objectives 4a and 7 which

impact grade promotion. Summer Bridge Books, by Carson-Dellosa Publishing: (Summer) To prevent summer learning loss, students will work out of summer bridge books which are tailored to all grade levels, in reading, math, writing, science, and fitness. All books come with flash cards and a pre and post assessment.

Health and Nutrition - Smart Moves Program (Skills Mastery and Resistance Training): Is a nationally acclaimed prevention program designed to improve student decision making ability about alcohol use, tobacco use, and other drugs, as well as postpone sexual activity. Students will participate in role playing skits, learn about various drugs and their side effects, and how to maintain a healthy lifestyle. There are additional sections of the curriculum that outline family structure and help students develop life skills needed to make positive choices as it pertains to peer pressure, self-esteem, and developing one's value system. All activities are hands on, incorporate math or reading aligned to Florida State Standards, and involve movement to ensure students remain engaged. Smart Moves is broken up into three components to ensure the content is age appropriate: Stay Smart Program: tailored for students ages 13-15; Passport to Manhood: tailored for male students ages 13-15; Smart Girls: tailored for female students ages: 13-15 Street Smarts: BGCA's gang and violence prevention curriculum, Street SMART, offers expanded lessons in bullying prevention, as well as an emphasis on resiliency training to give Club members, ages 10-14, the skills they need to grow up confident, caring and responsible. These activities directly impact Objective 5, improved social behavior decisions.

Triple Play is a comprehensive health and wellness initiative, which is intended to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition, and helping them develop healthy relationships. Since the Triple Play initiative was introduced in 2005, more than one million Club members have participated in fun fitness activities. The Triple Play initiative, sponsored by The Coca-Cola Company and the Anthem Foundation, nurtures the minds, bodies, and souls of Club members, and is a

All activities are designed to engage youth through a hands-on learning approach which incorporates active learning through the usage of sport. For example, football requires students to learn the rules of the game, the techniques (skills) needed to play a game and requires conditioning to minimize injuries. Academics is infused and disguised by allowing youth the ability to create plays, using mathematical patterns and learning numerical sequences through the formation of angles. This activity promotes the success of objective 6, increase physical activity.

Dropout Prevention - Career Launch is BGCA's job-readiness and career preparation program for teens. It provides fun and interactive activities for students in middle and high school to explore a broad range of career areas, match their interest to career clusters and identify the skills and education needed for their particular career path. Career Launch is designed to support youth in preparing for their first job, internships, summer employment and so much more! The program offers multiple implementation models which provides maximum flexibility to successfully implement the program with various types of learners. **Interest Based Program:** In conjunction with Career Launch students will also be exposed to various types of jobs via partnerships where professionals come to the club, and field trips where students observe professionals at work. Students will explore careers in STEM, Music Production, Video Production, Photography, Culinary, and Coding. These programs address Objective 7: Dropout Prevention & College/Career Readiness.

Parent and Youth Engagement- Hillsborough County Sherriff Office will conduct 1 parental literacy event on Internet Safety. Social Media awareness is essential, and parents will learn strategies on how to monitor internet usage, block websites, and secure internet networks at home and on hand held devices. Activities will be in the form of skits and interactive role playing.

Champions for Children will conduct 1 parental literacy event on Empowering Parents and Children to Excel. In partnership with Champions for Children, parents will learn how to identify at risk-behaviors in children to include prevention and intervention techniques. In addition, Champions for Children will conduct a series of exploratory games, so families learn how to positively interact with their children from adolescent to teen years. All activities promote a sense of belonging, a sense of usefulness, a sense of influence, and a sense of competencies. This interactive workshop will consist of various games and hands on activities.

Wells Fargo will conduct a Money Matters financial literacy workshop for 21st CCLC family members. The workshop is designed to help families learn about various bank account options, how credit works, and ways to recover, reduce, or eliminate debt. All activities will be hands on and infuse the fun element to ensure families are comfortable and stay engaged.

In partnership with the Hillsborough County School District, parents will learn how to maneuver the Edsby website, which outlines student progress reports, grades, and homework assignments. In addition, the district will offer tips and resources parents can use to ensure their child has a successful academic year.

3.8 Applicant's Experience and Capacity

BGCTB has proven the ability to positively impact youth development and student achievement for over 92 years of service across Hillsborough and Pasco Counties. Dedicated to the goal of shifting the outcomes associated with underserved youth ages 5-18, BGCTB, through effective measures of research to identify communities most in need, has 25 club sites serving over 19,000 students (direct club member, impact youth receiving Integrated Student Support via school day, and middle school youth who have access before, during and after school) this past year. Using outcome-driven programs, project-based learning and evidence-based curricula to promote academic success, healthy lifestyles, strong character and civil responsibility, BGCTB

has a solid track record, supported by the school district, in increasing graduation rates, assuring grade-to-grade promotions, improving proficiencies, and increasing daily school attendance. Youth served by BGCTB are among the most at-risk in the Tampa Bay Community: 62% come from a single-parent home, 99% qualify for free or reduced school lunch and 78% live at or below the poverty level. Of the 5,132 regular attending club members, 98% had no involvement in the justice system, 92% showed increases in engagement (attendance) at school, 94% showed increases in homework completion and over \$50,000 was awarded in college scholarships to club members. BGCTB has an annual operating budget of over 7 million, 85% of which funds direct student programs.

Providing a dynamic array of programming to reach every type of learner, BGCTB has successfully operated as a 21st CCLC sub-recipient since 2010, receiving a spotlight visit from FLDOE to highlight the program for best practices in late April, 2015.

BGCTB, with over 30% of total revenue received from grant sources, has had multiple site visits and financial audits from an array of grant funders. In 2016 and 2017, no corrective actions have been assigned. These funders include but are not limited to; Department of Juvenile Justice, Children's Board of Hillsborough County, City of Tampa, Hillsborough County, Department of Education, The State of Florida, Hillsborough County Sheriff Department, Boys and Girls Clubs of America. Contracts (managing and reporting) are overseen by the Grants Team which consist of: Chief Financial Officer, Controller, Director of Research and Grants, Chief Program Officer, and Manager of Contracts and Grants, on a bi-monthly basis.

Meeting reporting deadlines: The Grants team, meeting bi-monthly, reviews reporting needs for that month and plans for the next month as many reports are a combination between the Fiscal and Program departments. A Grants Calendar is used and accessible to this team to track and coordinate up-coming reporting deadlines. As grant reporting has become more complex, the position of Manager of Contracts and Grants was created in 2018 to add to the Administrative team.

Fiscal Accountability: BGCTB complies with an annual audit and has had no negative reports from the accounting firm. All grant and restricted funds are assigned their own GL code, and tracked to expenses that are allowable by the budget and funder. This process is overseen by the Controller and Accounts Payable Department with the cooperation of the Chief Program Officer.

3.9 Staffing & Professional Development

To achieve both the program and administrative responsibilities each program site will operate with on-site Coordinator who reports directly to the Program Director and manages daily program operations and all staff. The Program Director oversees direction of programming at both sites (Vinik and Greco) and helps plan all programming lessons and has experience running this grant or similar for three years. This person works with the evaluator, attends 21st CCLC training and attends to the data management needed to support the outcomes for the grant, including attendance and assessment, and has, at a minimum, a bachelor's degree. The Program Director will also oversee the Collaboration Liaison. The Collaboration Liaison will be assigned to Clair Mel Elementary and Dowdell Middle and will operate out of the Vinik club to be responsible for ensuring that active collaboration occurs in program planning and implementation. The role of Collaboration Liaison for Greco Middle will be held by the Site Coordinator for Greco Middle, who will be located within the school all-day. The Site Coordinators (2) oversee each site, help select and hire Certified Teachers and Youth Development Specialists, and have, at a minimum, a bachelor's degree. All Certified teachers will first be recruited from the targeted schools via announcement from the Principal, advertisement and/or communication of job description and vacancies as allowed and agreed by Principal. Both Site Coordinators will attend continuing education for 21st CCLC grants as they become available. Youth Development Specialists lead activities and are selected based upon prior work experience, childcare services trainings and level of education, with a minimum requirement of a high school diploma or GED.

All student to adult ratios will be no more than 10 students to one instructional staff person (10:1) for all academic enrichment, and no more than 20:1 for personal enrichment programs. All ratios will be designed to meet the needs of the students targeted by the program but will never exceed the stated ratios listed.

3.9b Professional Development

All staff, prior to hire, are required to complete and pass a Level 2 DCF background screening and drug test. In addition, all staff working with youth must pass a CPR/first aid/AED training within 90 days of employment. Each site will have, at all times, at least two persons on site with current certifications in CPR/first aid.

To ensure a comprehensive professional development program for teachers and staff working within the BGCTB 21st CCLC program, a combination of several training activities will be utilized. Activities will include the use of curriculum training materials, on-site training, workshops, conferences, local network meetings, webcasts, and memberships to recognized afterschool organizations. As part of the evaluation process, the program will use self-report surveys and observations to examine professional development satisfaction and overall impacts. Meetings will be conducted quarterly to identify priorities in training needs and ensure professional development activities are completed successfully. The 21st CCLC Program Director will ensure all meetings and activities are completed.

BGCTB commits to at least three staff attending the Regional training surrounding 21st CCLC fiscal and reporting requirements in February 2019; at least three staff attend the annual Conference in July 2019; and three staff attend the mandatory training in fall of 2018. BGCTB provides additional training for basic requirements such as CPR/First Aid/AED training, anti-bullying training, abuse and neglect reporting, and classroom management. In addition, supplemental courses are available through Boys & Girls Clubs of America Spillet University for free, and staff can take advantage of classes supporting the "School of Youth Development" which include such classes as "Academic Success: Every Member Every Year", "Emotional

Intelligence", "Engaging Parents and Caregivers in Mentoring Programs" and many more that directly impact the staff's opportunities to be pro-active in their professional development. Since January of 2018 through July 30, 2018, over 1,000 hours of professional development have been provided to club staff, either online, at conferences, and trainings.

3.10 Facilities

The proposed 21st CCLC program will take place at Greco Middle school, and at the Jeff and Penny Vinik Family Boys & Girls Club (Vinik Club). At over 10,000 square feet, this space has dedicated computer labs, dance studio, music studio, separated space for Middle and Elementary students, eating areas, server, and quiet areas. Located at Winston Park, the park itself offers high-quality and new outdoor equipment including a brand-new NHL sponsored street hockey rink. Ample outdoor space is available to run sports programs requiring fields, which includes a water feature for cooling off (random pops of water spray up and down in a 10 x 20 space). This building was built LEED Certified (Leadership in Energy and Environmental Design) for efficiency and cost savings, however, many "hidden" aspects of what that means are presented as learning opportunities for the youth through posters that ask leading questions "what's behind this wall?" and how saving energy saves money and helps the environment. As a natural fit, Dowdell Magnet Middle school is focused on Environmental Studies, so the LEED Certified building can provide many useful academic learning opportunities that augment their school programming.

Greco Middle School has a cafeteria, gymnasium, music room, computer labs, and library. The school has a large outdoor space for field games and exercise options. Piloting a small program there for two years has helped our staff build relationships and trust with the administration. All needed space for this program is available at the school.

As an agency that does not provide any services to children younger than age 5, we are exempt from childcare licensing (exemption included in attachments).

3.11 Safety and Student Transportation

Policies and procedures for ensuring student safety are a primary component of the Boys & Girls Clubs of Tampa Bay Operational and Policy Manual, which the program is required to follow. All 21st CCLC staff will be cleared through a Level II background screening prior to hire. Additional procedures for student safety include: (1) school and club site evacuation plan and crisis response; (2) first aid (CPR/AED training) (3) active-shooter training for all staff is mandatory and provided multiple times each year (4) outdoor safety; and (5) off-site field trips.

The youth will be walking to the Vinik center from Clair Mel Elementary and Dowdell Middle. The walk will last less than 5 minutes and be supervised by Site Coordinators, Collaboration Liaison and Certified Teachers at all times, with no less than a 1:15 ratio. In case of inclement weather, the students will stay at the school, supervised, in a common area (such as cafeteria) until weather has cleared. Greco Middle school will release students, but they do not have to travel anywhere as the program will be conducted at the school.

For all youth, once dismissed from school and in our program, attendance is taken, and a snack is provided. Upon dismissal from the 21st CCLC program, the Program Director, Site Coordinators and teachers will be available to communicate with parents. Safety procedures are in place to ensure the safety of the students upon arrival and dismissal: (1) guardians must designate authorized adults pick up child; (2) designated adult signs dismissal log; (3) designated adult must present photo identification to be compared to a copy on file.

Parents are responsible for picking up their children as alternative transportation after the program ends is not available. Any student, age 11 or older, within walking distance of the facilities will require a parent permission slip to be signed allowing them to walk home from school, and all students must verbally tell the 21st CCLC staff they are leaving the facilities to walk home and log out. Busses from previously approved private vendors will be provided for educational field trips, where parents will sign permission slips and provide emergency information.

3.12 Partnerships, Collaboration and Sustainability

3.12a Partnership: This proposal was agreed upon and designed after collaboration between BGCTB and the School District of Hillsborough County. BGCTB is successfully implementing the 21st CCLC program at two middle schools, achieving outcomes and moving toward the goals. This partnership has been beneficial to both agencies, and especially the children.

In this proposal, the School District of Hillsborough County will continue to be a partner (MOU provided) by providing space in Greco Middle and allowing the BGCTB access to the data required for reporting from each school. Individual school support letters are not included due to the School District policy that does NOT allow individual Principals to enter into MOU's. Only the School District Superintendent has that authority. In addition, Champions for Children will provide parent and child education classes, and Wells Fargo will provide financial literacy classes (MOU included). The Sheriff of Hillsborough County (MOU included) provides security, educational training for staff and mentoring to the youth at each site in addition to safety education to parents and youth, such as internet safety.

All youth will receive a snack afterschool, and during the summer breakfast, lunch and snack. At Greco Middle, the program is run on-site, as a result, all food will be provided by the county food program for public schools. At the Vinik location, a partnership with Feeding Tampa Bay was established to provide all meal requirements to the club site via the State of Florida food program. At any time, any youth can bring his/her own breakfast/lunch if so desired.

3.12b Collaboration with the Regular School Day: The schools attended by the targeted students were included in the development of the program objectives and activities through one-on-one interviews and consultations with the associated Principal, Administrative staff and District leadership. Discussions to establish BGCTB programming on-site at Clair Mel Elementary, Dowdell Middle and Greco Middle School as a 21st CCLC program has been received with eagerness and much support by the School District. Collaborative efforts to remain currently engaged with the needs of the targeted students will continue through daily interactions and

discussions between the Collaboration Liaison working between Clair Mel Elementary and Dowdell Middle Magnet school, and the Site Coordinator working at Greco Middle school. To assure each student will receive the maximum benefits of the 21st CCLC program, both staff members will attend staff meetings and trainings to ensure compliance with the proposed objective and provide clarification on any services provided. In addition, BGCTB will recruit teachers from the regular school day to teach in the afterschool program, ensuring program staff's first-hand knowledge of the curriculum taught to students during the day. Additionally, the program Director will address Individualized Education Plan (IEP) where needed with student's special education staff. Students will therefore be exposed to the same performance rubric as they experience in the regular school day.

Both Site Coordinator for Greco, and the Collaboration Liaison will have daily contact with parents to ensure quality services are being provided and that all parents are well-informed of upcoming events and support services. With support from the Hillsborough County School District all requests to gather appropriate measurable outcomes via data such as report card grades, behavior and state assessments will be approved upon program implementation. The Program Director will work with the Evaluator and the School District to ensure all data is kept appropriately and collected according to protocol set by the state.

3.12c Sustainability: The sustainability of this initiative is paramount to continued success for students and one of the main purposes of 21st CCLC funding is to create a program that is both high quality and sustainable after the grant program ends. BGCTB has the expertise and personnel dedicated to grant writing and fund development opportunities. As BGCTB transitions into more dynamic opportunities to serve youth, the organization and its board of directors has committed to very intentional sustainability efforts, ranging from generous community support, endowments, transformational gifts (Vinik Club includes an operating endowment), and community collaboration.

References

Chaudry, A. e. (2016, Volume 16, Issue 3). Poverty is Not Just an Indicator: The Relationship Between Income, Poverty, and Child Well-Being. *Academic Pediatrics*, S23-S29.

Donnelly, J. E. (2018, July 23). *US National Library of Medicine National Institutes of Health*. Retrieved from NCBI Resources: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4874515/>

Sloan McCombs, J., Whitaker, A., & Youngmin Yoo, P. (2018, July 20). *Rand.org*. Retrieved from Rand Corporation: <https://www.rand.org/pubs/perspectives/PE267.html>

www.census.gov. (2018, July 19). Retrieved from United States Census Bureau: <https://www.census.gov/quickfacts/fact/table/US/PST045217>

Cohort 17 RFP Scope of Work/Narrative Addendum

Agency Name:	Boys & Girls Clubs of Tampa Bay, Inc.	Project Number:	92B-2449B-9PCC1
Program Name:	Vinik Boys & Girls Club and Greco Middle school		

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

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

- 3.1 (addition): This program will run August 1-July 30 each year, Monday through Friday. The Vinik club will operate during the school year and serve 35 youth from Dowdell middle and 70 youth from Clair Mel elementary. The middle students will arrive at 2:45 pm on Monday and 3:45 Tuesday through Friday and leave at 6:00 pm Monday through Friday. The Clair Mel students will arrive at 1:30 pm Monday and 2:30 Tuesday through Friday and leave at 6:00 pm for a total of 105 youth. Greco Middle will serve 35 youth both am and pm. The am program will begin at 7:30 am and dismiss at 9:00 am. On Monday the after school program will begin at 3:30 pm and Tuesday through Friday begin at 4:30 pm and end Monday through Friday at 6:00 pm. Summer programming will be offered at both locations. The Vinik club will open at 7:30 am for summer programming (33 days of the summer) and close at 6:00 pm. Greco will open at 8:30 am and close at 6:00 pm.
- 3.2 (addition): The academic needs of the students are evident in the overall failing grades of the school system they attend. All three schools score significantly lower than the county school district in the key areas of Math, Reading and Science. The 21CCLC anchor programs are targeted to improve all three subjects. The enrichment needs of students and families revolve around the impact of living in a high-crime, high-poverty neighborhood. The new Vinik Boys & Girls Club provides this community with an added resource-a place to go and be and feel safe. A place to eat lunch during the summer and somewhere parents can take classes on finance, parent engagement topics, get to know the local law enforcement and a host of other opportunities.
- 3.4 Students will be initially selected based on first come, first served basis, as the afterschool program will start August 10th, 2018 (when school begins in Hillsborough County), well before funding announcements will be made. The recruitment and attendance requirement for BGCTB and 21st CCLC is similar, so transition into the more robust academic student/teacher ratios of the 21st CCLC program will be the biggest change. As turnover occurs, the priority for entry will be students not meeting Florida state standards in math, reading and science, and having one of the following risk factors: eligible for free/reduced-price lunch, single parent home, incarcerated family member, or behavior issues. To ensure targeted students represent the community of students facing the most significant barriers to academic achievement, all parents must complete a full application prior to enrollment containing applicable demographic, contact, income and academic data. Administrative staff, teachers, and counselors will also identify students by analyzing report card data and test scores to make referrals for eligible students to participate in the 21st CCLC program. A waiting list will be established when enrollment status reaches capacity at the Middle school and at the club.
- 3.6 Evaluators will coordinate review days and times in conjunction with Advisory committee's who are comprised of students, parents, teachers and staff during the year to better inform their evaluative summary. Evaluation results are posted on the website dedicated to the BGCTB 21st CCLC funding and available as a pdf for view or download.
- 3.9 (addition) Tutors will consist of Certified Teachers holding valid and current FLDOE teaching certificate who provide direct instruction exclusively to 21st CCLC students during program operation hours and will have no more than a 10:1 ratio during tutoring sessions. Tutors are part-time positions.
- 3.9(b) Professional development will also include focusing on program activities that impact the objectives. Many of the activities include the Boys & Girls Club of America program Smart Moves (Skills Mastery and Resistance Training). This nationally acclaimed prevention program includes multiple components that drill into gang prevention, drug use, bullying prevention, family engagement activities, and addresses postponement to sexual activity and ways to build the youth's skills they need to grow up confident and caring adults. These classes are required for instructional education for the Program Specialists and are available as a group learning activity, lead by the Chief Program Officer, or online using Spillett University within BGCA.

- 3.10 (addition) The Vinik Club is located adjacent to both Clair Mel elementary and Dowdell middle within a common park and recreation area. Those students who normally walk to school are within walking distance to this club. If the student is old enough to walk home, they may with a parent's permission. Otherwise, all students are picked up by a parent/guardian and signed out at a secure front office. The Vinik club is located in a public park which is accessible every day to the community. New playground equipment, landscaping and an NHL outdoor rink was added as an enhancement to the park in general. These amenities are available all hours the park is open. Access to the Vinik club is only accessible during hours of operation to serve the youth. Initial discussions with other nonprofit agencies to access the building during non-operational hours for youth is currently being explored, as this building represents needed space for other activities. Permissions from the county Sheriff's office and county Park and Recreation department are required, in addition to formalized MOA's to outline scope of services these partnership agencies would provide the community. An example would be collaboration with parent engagement nonprofits who give breastfeeding classes, parent education on stages of development during morning hours the club is not being used for after school use.
- 3.11 Transportation is limited to hiring vendors for field trips at the negotiated rate of \$65/hour, currently using Affari Transportation (<https://www.affaritampa.com/fleet/shuttle-buses/>). Their staff have CDL license and a 15:1 ratio is part of any transportation regarding BGCTB staff and youth. The Boys & Girls Club of Tampa Bay have divested ownership of most vehicles and now owns just three private shuttle vans, which are committed for transportation uses at other clubs. There is no expectation that the private shuttle vans will be used for the purposes of transporting the youth at either place (Vinik club or Greco middle). However, on the off chance that that occurs, each van owned by BGCTB is located at the Administrative offices and undergo regular maintenance. Four staff members have a CDL driver's license and are qualified to drive those vans.
 - Safety Plan for field trips: Each staff must sign confirmation that they have read and received the Transportation/Vehicle Policy & Procedures. **(pdf included)**
- 3.12c The Advisory Board will be comprised of at least two (2) parents, two (2) students (middle school age) and one (1) regular school day teacher from each target school. In addition, a diverse group of members of community agencies and the private sector will also be included which will be, at the minimum a representative from local law enforcement agency, other nonprofit agencies who serves this population, BGCTB staff to include the Program Director, Site Coordinator and Collaboration Liaison. There will be specific Advisory Boards for Vinik (serving Clair Mel elementary and Dowdell middle) and Greco middle. Both Advisory boards will meet two (2) times per school year, at a minimum with minutes taken and attendance recorded. Discussion will focus on future program needs and/or concerns, program evaluation results, program operations and active recruitment of resources to implement the sustainability plan.

Continued support for both Vinik club and Greco is expected to come from various sources. The city of Temple Terrace, the county of Hillsborough and the Temple Terrace Police department recently agreed to jointly support the renovation of a park and recreation building to house a new Boys & Girls stand alone club. This belief, that our program is important to the youth in Temple Terrace, shows us how supportive the community is to this effort. The club will primarily serve elementary youth, while Greco is onsite serving middle school students. Ongoing support for the middle school students will continue after the grant ends through the club being built now, or continuing onsite with the support of the city of Temple Terrace, law enforcement and the community.

The Vinik club, serving Clair Mel and Dowdell students, is newly-built with a generous donation from the Jeff and Penny Vinik Foundation. Generous donations have created a small endowment to help offset operating costs now and into the future. Targeted fundraising events, highlighting the relationship between this club and the Tampa Bay Lightning hockey team will play a part in fundraising in the future.