

2020-2021 Scope of Work

Agency Name: Boys & Girls Club Tampa Bay

Project Number: 92B-2441B-1PCC4

Program Name: Boys & Girls Club Tampa Bay – Foster/Sligh

3.1 Project Abstract

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 two low-performing Title I Hillsborough County Public Schools; Foster Elementary, and Sligh Middle. This program will run August 1, 2020 through July 31, 2021, Monday through Friday. Foster Elementary, grades K-5 will be on-site and serve 70 youth from 2:30 pm – 5:30 pm Tuesday-Friday and 1:30 pm – 5:30 pm Monday. Sligh Middle will be on site and serve 45 youth, grades 6-8, from 3:45 pm – 6:00 pm Tuesday – Friday and 2:45 pm – 6:00 pm Monday. Summer programming will be offered at both locations; Foster Elementary from 7:30 am – 5:00 pm Monday - Friday and Sligh Middle from 8:30 am - 5:00 pm Monday - Friday. All public schools require us to leave by 5:00 pm during the summer and are closed each Friday (when we schedule field trips). All programs will offer enriching out of school programming with a focus on academics. Six parent-engagement activities will be offered during the year. See sample schedules for details.

3.2 Applicant's Experience and Capacity

BGCTB has proven the ability to positively impact youth development and student achievement for over 93 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 22 club and/or school sites serving over 22,000 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: 60% come from a single-parent home, 81% qualify for free or reduced school lunch and 78% live at or below the poverty level. Of the 5,153 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 each year. BGCTB has an annual operating budget of over \$7 million, 77% of which funds 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 2018, no corrective actions have been assigned, including a site visit from 21st CCLC evaluators. In February of 2019 BGCTB was notified of an audit of one of the 21st CCLC grants, the in-person audit occurred March 27-28, 2019 for the 2018 fiscal year of one grant. The organization operations manual was deemed to be not in compliance; an updated manual was issued and provided to the auditing team on October 4, 2019. The final monitoring results were received on 5/07/2020 with additional areas to address, most have already been changed since 2018 (processes such as pre-approval before field trips), nothing material. Our Program Director is working with the Audit lead to gather any documents required to support the changes we have already implemented. In addition, the Department of Juvenile Justice and the Children's Board of Hillsborough County required an audit in 2019, both funders had no findings.

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 consists of: Chief Financial Officer, Controller, Vice President of Youth Development, Manager of Contracts and Grants, and Manager of 21st CCLC Contracts and Grants, a team that meets once per month to review all outstanding grant reporting, writing, and research topics.

Meeting reporting deadlines: The Grants team, meeting once per month, 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 external auditors. 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, in collaboration with the VP of Youth Development.

Analyzing program evaluation data: The 21st CCLC programs are independently evaluated multiple times through the school year and those observations and corrective recommendations are shared with us. We adjust activities that fail to engage the youth, or deploy more resources where recommended. In addition, we report on specific outcomes to our local Children's Services Council (The Children's Board of Hillsborough County) and are measured against performance. Included are pre and post testing to evaluate the skill and competencies of the program and staff that are administering the curricula and make changes where appropriate. For example, last year we moved one critical test criteria for the middle school students to earlier in the year. It was focused on self-esteem, but we were testing during a dense testing period that the school system already had in place. Youth scored very low as compared to the pre-test in the beginning of the year. After consulting with the Children's Board evaluation team we made the decision to move the post testing by a few weeks to avoid test burn-out. In addition, we sent all the instructors to a two-day Mental Health First Aid class and a Social and Emotional Learning class to help provide more informed interaction with the students.

3.3 Needs Assessment

During the 2019-2020 school year, after request from the School District and the Principals at both schools, the BGCTB began a pilot afterschool program at both schools. This helped us spend time shaping a fully-formed program that aligned with the administrative and teacher desires. We employed one full-time staff member and five part-time staff and served over 50 youth at Foster and 35 youth at Sligh. Our staff spent time with the Principals, Vice Principal and the teachers, sat in on parent meetings and talked to the youth. We reached out to both Principals about applying for this grant after discussing the changes to programming it would involve. Both Principals communicated via email and phone and gave their full support. The School District of Hillsborough County does not allow Principals to write support letters, they must all come from the District. The District letter is included in the attachments. Recruitment will start with current students who participated in the program last year. Since both schools share a campus, it will help the transition from 5th grade to 6th grade, and allow continued recruitment at the middle school. No outside funding exists for this program and during 2019-2020 parents at Foster elementary paid a very nominal weekly fee of \$15 to help underwrite a very small portion of the full costs. The rest came from operating, which was an unexpected costs for FY19 and one we cannot continue for FY2020. No fee will be required if awarded this grant.

Name and address of schools to be included in this assessment:

Foster Elementary School, 2014 E. Diana Street, Tampa, FL 33610

Sligh Middle School School, 2011 E. Sligh Ave., Tampa, FL 33610

In 2018-2019 both schools offered Hillsborough Out of School Time programs (HOST), that the Principals admitted are not very robustly utilized, which is one reason they asked us to provide a lower cost solution. With a cost of \$53/per week for HOST this was a barrier to service. Both schools are located in one of the poorest areas of Hillsborough County (zip code 33610) with a median household income of \$32,913 compared to Hillsborough County at \$53,742 (<https://www.incomebyzipcode.com/florida/33610>).

The boundaries of Sligh and Foster include Martial Arts Kids After School Program which is 2.5 miles away, Kumon Math and Reading Center of Tampa, which is 5.72 miles away, and Garden of Talents After School program, 5.9 miles away, all focus on an elementary age youth. Foster has 457 youth enrolled and the Principal has informed us that roughly 20 youth regularly took advantage of the onsite HOST program, but now 50 regularly attend the Boys & Girls Club.

Foster and Sligh are Achievement Schools as listed on the school district website. An Achievement School is supported in an unprecedented way to level the playing field for the district's students. The district is putting the best leaders and teachers into schools with the highest needs, and the two Hillsborough schools BGCTB are targeting with this grant are part of this effort. The school district has identified three goals during the 5-year plan to bring academic change to Achievement Schools.

<https://www.sdhc.k12.fl.us/docs/00/00/22/55/achievesfactshfin.pdf>).

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 implantation.
 - a. Providing a 21st CCLC grant-funded after-school and summer program will help achieve this goal.
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.
 - a. Our work helping to increase FSA scores will help the collective effort to bring school grades up.
3. The number of Achievement Schools will decrease from 50 to 0 by 2025.
 - a. BGCTB is focused on impacting Achievement Schools through quality out-of-school programming, which includes increasing the 21st CCLC program.

In addition to being targeted as Achievement Schools, the school administration themselves identified their needs through their own assessment. The Hillsborough County School District recently (2019) applied for a Community School grant with the Department of Education, working with our agency as an in-kind partner. The Principals and administration at the identified schools in that grant populated a matrix that identified available wrap-around services in the community, and where there were gaps.

Foster Elementary was part of that review and the administrative comments are included in the attachment with the needs assessment.

After speaking to each Principal, we are aware that they want this program at their school and are interested in enhancing after school options for their students, especially focused on academic support. Foster elementary is classified as CS&I and Sligh middle is classified as TS&I category, with the subgroups identified in the needs assessment as missing the target. The Boys & Girls Clubs of Tampa Bay will work to recruit our youth from these categories.

According to <https://Edudata.fldoe.org/Reportcards>

Sligh Middle is a C grade school with underperforming subgroups: Black, Students with Disabilities, Economically disadvantaged, English Language Learners and a Minority rate of 91%, with 92.8%economically disadvantaged. Foster's 2018-2019 improvement plan , page 12 lists the intended outcome to increase student achievement across all 9 cells of the accountability structure. Focusing on recruitment of subgroups, and an academic focus on Math, Science and Reading, a robust 21st CCLC program will help achieve this goal.

Foster Elementary is an F rated school with underperforming subgroups: Black, English Language Learners, Students with Disabilities and Economically disadvantaged. Foster has a Minority rate of 91%, with 96% economically disadvantaged. Foster Elementary's 2019 improvement plan (attachment uploaded), page 12 lists the measurable output that "at least 41% of all student subgroups will reach proficiency. At least 60% of 3-5 students will make learning gains in ELA and math which is an increase from 42% and 49%." We believe providing a robust 21st CCLC program at Foster will help support this outcome, as we will focus on subgroups listed as our priority enrollment criteria.

Three private schools in the school zone area were contacted via phone, email, and certified mail. They are Bible Truth Ministries, Friendship Christian Academy, and Paideia Classical Christian Schools. All were provided ample time to ask questions, participate in a zoom meeting, and generally make their interests known to our agency. No one at any school responded to any form of communication provided. A four-week notice was given for response.

Recruitment at all schools will begin during the fall orientation period. In addition, early meetings with school administration to help identify the target population will simultaneously happen. Open enrollment will begin, with priority given to those academically challenged who also meet a subgroup listed above.

3.4 Community Notice and Dissemination of Information

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 Team, and Grants Department of the School District to plan the proposal and to inform the community of its intent to apply for 21st CCLC support. Phone conversations and face-to-face meetings were conducted with each Principal over the course of the 2019-2020 school year, providing a detailed description of the program requirements regarding recruitment of youth and teachers, specifying the target population based on the sub-groups identified in each school's 2019-2020 report card. BGCTB provided a press release to local news outlets and Social Media (Twitter @BGCTampa on 4/07/2020, added to our website on same day under News & Events>Press Releases>2020). In addition, during this time of isolation, the Club Director is calling all the parents of our members at both schools weekly to check-in and providing information about the grant and guiding them to our website for more detail;

https://www.bgctampa.org/wp-content/uploads/2020/04/21st_Intent_2020.pdf

Letters of intent to apply for 21st CCLC funding were provided to area private schools via certified mail on April 14, 2020 with a four-week timeline for response. Follow-up email and phone calls were made to all schools.

BGCTB is fortunate to already have a dedicated website to disseminate the current 21st CCLC grant, by cohort. If awarded this grant, all information will be posted, similar to this example from cohorts 14;

<http://www.bgctampa.org/cohort-14/> and 17 <https://www.bgctampa.org/cohort-17/>

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 role of Collaboration Liaison will be assigned to the Site Coordinator at each school and their tasks are to distribute program

information to the principal, administrative staff, teachers, and parents. Teachers will receive a letter at the start of the school year from each point of contact introducing themselves, and will be provided 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. We have utilized multiple platforms for parent communication including Google Voice, and What's App to accommodate various ways the parents prefer to communicate. The Site Coordinator or Program Manager (as appropriate) will meet with principals monthly to ensure transparent communications of program expectations are apparent and concerns are addressed.

3.5a Partnership and Collaboration

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 four middle schools and one elementary school achieving outcomes and moving toward the goals. This partnership has been beneficial to both agencies, especially the children.

In this proposal, the School District of Hillsborough County will continue to be a partner (MOU letter provided, plus full MOA confirming our presence at Sligh and Foster) by providing space in Sligh Middle and Foster Elementary and allowing BGCTB access to the data required for reporting from each school. The space will be provided free of charge, however, consumable supplies for washroom was included in this grant per child for Foster Elementary and Sligh Middle to compensate the administration a small portion of cleaning and supply needs this program will require. The school district will provide afterschool snacks, and summer breakfast and lunch in collaboration with their USDA summer feeding relationship. In addition, Champions for Children will provide parent and child education classes focused on parent and child relationships, de-escalating tension and positive parent/child interaction (MOU included). The Bullard Family Foundation will provide mentoring at Sligh Middle school (MOU included). This family foundation, led by Thaddeus M. Bullard (aka Titus O'Neil) has already supported Sligh middle by providing upgraded outdoor play and sports areas and consistent mentoring. The Crisis Center of Tampa Bay will provide parent education classes focused on mental health awareness and resources in the community (MOU included). Think Big for Kids will provide Career Showcases to Sligh Middle youth once per month. They provide

volunteers to showcase various jobs and careers through relationships with local companies. Industries include healthcare, cybersecurity, banking, electrical work, website marketing, paint trades and more (MOU included). BayCare Behavioral Health will provide professional development focused on Mental Health First Aid Training (MOU included).

All youth will receive a snack afterschool, and during the summer, breakfast, lunch and snack. At Sligh Middle and Foster Elementary, the program is run on-site, as a result, all food will be provided by the county food program for public schools, except for afternoon snack, which will be provided by our agency through operations funds. At any time, any youth can bring his/her own breakfast/lunch if so desired.

3.5b Collaboration

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 over the course of the 2019-2020 school year. Discussions to establish BGCTB programming on-site at Foster Elementary and Sligh Middle Schools as a 21st CCLC program has been received with eagerness and much support by the School District. During the 2019-2020 school year Site Coordinators attended staff meetings, parent conferences and school programs to provide more information about the BGCTB program currently, and the future opportunity for enhanced 21st CCLC programming. Collaborative efforts to remain currently engaged with the needs of the targeted students will continue through daily interactions and a discussion between the Site Coordinator's working at Foster Elementary and Sligh Middle School. To assure each student will receive the maximum benefits of the 21st CCLC program, all Site Coordinators will attend joint meetings and trainings with the school Administration and teachers 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 Site Coordinator 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 Coordinators 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.

3.6 Target Population, Recruitment and Retention

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

Students will be initially selected based on first come, first served basis, when school begins in 2020. The Site Coordinators will attend open house activities to promote the program and answer parent questions. A flyer describing the program will be provided to both schools to take home. 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 who are representative of the listed subgroup as indicated in the 2019-2020 Baseline Federal Percent of Points Index. Intentional recruitment of youth with disabilities will take place through discussion with administrative staff to include school counselors to assure information is provided to students who have disability diagnosis. Secondary consideration will be those students not meeting Florida state standards in math, reading and science. 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 schools and at the club and will be based on identified recruitment indicators described above. All students targeted for the program must be able to complete all components and attend regularly. Regular attendance is considered at least 5 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. Attendance will be recorded daily through the Membership Tracking System (MTS), the BGCTB data base system, and uploaded into EZ Reports, the data system used by Florida Department of Education.

The program will target 115 youth grades K-8, 70 in grades K-5 and 45 in grades 6-8. BGCTB will employ several recruitment strategies to identify students that display the key characteristics: member of the subgroup listed for that particular school and poor academic scores. Since a pilot program was provided during the 2019-2020 school year,

there will be current students that will be recruited. 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 through disguised learning techniques, creating a fun environment. Periodic rewards will be provided for attendance, increased scores on standardized tests, and family night attendance. Rewards range from a sticker board for positive reinforcement, dinner for families (BGCTB to host), tickets to movies, sports events, and local amusement parks (all donated through the community). Students and parents will be surveyed early in the school 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 four middle schools and one elementary school since 2015 and has gained experience in motivation techniques for this purpose.

Attendance is recorded daily through the BGCTB data portal (MTS) by a dedicated staff member, the MTS Coordinator, and regularly uploaded into EZ Reports. Although not part of this grant budget, our staffing policy is to maintain rigorous attendance input and we find a dedicated staff member for this purpose creates consistency and accuracy. This staffing position will fall under administrative costs associated with this grant.

3.7 Time and Frequency of Service provision for Student and Families

Regularly participating elementary students will attend the program on Monday 1:30 pm-5:30 pm, and Tuesday through Friday from 2:30 pm - 5:30 pm on regular school days. Every Monday is an early release for ALL public-school students in Hillsborough County. During the summer, the elementary students attending Foster (on site) will attend 7:30 am – 5:00 pm, Monday through Friday for 28 days of the summer. The sites located at the schools require the program to end at 5:00 pm. Over the course of the grant year, the elementary students will have available 841 total hours of quality after-school programming (school year, 3 hours per day x 149 days = 447 hours, early release, 4 hours per day x 32 days = 128 hours, summer, 9.5 hours per day x 28 days = 266 hours).

Regularly participating Sligh Middle students will attend the program on Monday from 2:45 pm – 6:00 pm and Tuesday through Friday from 3:45 pm – 6:00 pm. This schedule is available on all regular school days. During the summer the schedule for middle school students will be 7:30 am – 5:00 pm. Over the course of the grant year, Sligh students will engage in 705 total hours of quality after-school programming (school year, 2.25 hours per day x 149 days = 335 hours, early release, 3.25 hours x 32 days = 104 hours, summer, 9.5 hours x 28 days = 266 hours).

These programs will offer breakfast and lunch at no cost to student every day of regular programming in partnership with the USDA food program offered at school sites. Snack are provided through our agencies operating costs or will be funded through one of the many food partners we have. At all sites after school students will be grouped appropriately by grade for a healthy snack and homework assistance.

To ensure youth have the necessary support, family members will be provided with five literacy and educational development opportunities in addition to two parent orientations hosted in September and June. All events will be hosted for 1-2 hours at Foster Elementary and Sligh Middle in collaboration with a community partner identified to address specific family and student needs. At least one of the classes will focus on mental health resources in the community and led by the Crisis Center of Tampa Bay (see partnership letter). Literacy events will include financial literacy workshops, family development courses focused on building positive relationships at home in relationship with Champions for Children, (see partnership letter), financial wellness, hosted by one of our banking partners (either Bank of America or GTE), community safety, hosted by local law enforcement, and an educator-led discussion on standardized tests, how to understand their importance to their child's future and how to help prepare them for testing.

3.8 Program Evaluation

Independent Evaluator Identification and Qualifications: Identification of an independent evaluator took place through thorough research and recommendations from other 21st CCLC programs. When identifying an independent evaluator, the organization considered important evaluation items that were relevant to the proposed 21st CCLC program and that also met the 21st CCLC RFP requirements. The required qualifications for the evaluator included extensive 21st CCLC program evaluation experience, positive 21st CCLC client testimonials, capacity to develop and carry out grant-specific evaluation plans with timelines, personnel availability, report writing and data analysis expertise, and data collection storage capacity. D & C Education Company, LLC dba EduMatrix is a highly recommended and experienced company in 21st CCLC program evaluation and has been identified to serve as the independent evaluator for this project. EduMatrix specializes in 21st CCLC program evaluation specifically, and currently evaluates other 21st CCLC programs in the state of Florida. The CEO and Lead Program Evaluator for EduMatrix, Crystal Taylor, M.B.A., Ed.S., will lead the evaluation efforts for this project and will also be the point of contact for the program. Other members of the EduMatrix evaluation team will assist in providing the services detailed in the evaluation plan including the Director of Program Evaluations, Program Evaluators, Senior Researcher, Senior Data Analyst, and other data analysis professionals. The EduMatrix team consists of Ph.D. tenured evaluation professionals

and credentialed data analysis and reporting professionals which makes the company highly qualified to perform the 21st CCLC program evaluation duties.

Evaluation Activities and Proposed Timeline: Conducting evaluation activities in a systematic way using a timeline will help to inform the program and stakeholders about the program progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting.

Evaluation Activity #1 - Data Collection: Data will be collected in a way that does not interfere with program activities. Evaluation activities will be discussed and coordinated with the Program Director to ensure that they are delivered in a non-intrusive way. Each evaluation activity will be coordinated with program stakeholders to increase effectiveness and minimize distraction. The following will be collected or conducted by the evaluator for analysis in December 2020 (baseline data), February 2021 (mid-year data) and June 2021 (end-of-year data):

- Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades and other relevant data
- Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics.
- Interviews (qualitative) with the Program Director, Site Coordinators, Teachers and Program Staff.
- Program observations and site visits (qualitative) including evaluator field notes from site visits, assessing student and staff performance, personal enrichment activities, and academic enrichment activities.

Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program will also be collected in July 2021 by the evaluator for analysis.

Evaluation Activity #2 and #3 – Data Analysis and Reporting: EduMatrix will analyze all of the data collected by both the evaluator and the program to create a comprehensive analysis that details a variety of sources. Baseline data will be analyzed in December 2020 for completeness and level of student performance. The results of the baseline data analysis will be provided to the program so that they know which areas to target and focus on. Mid-year data will be analyzed in February 2021. The results of this data will be included in the Mid-Year Data Report prepared by EduMatrix and will show whether the students have made gains when comparing baseline and mid-year data for each grant objective. The evaluator will meet with the Program Director to discuss the results of the Mid-Year Data Report and will note any changes needed in the areas of

data collection and programming. End-of-year data will be analyzed in June 2021, and those results will be reflected in the End of Year Data Report (July 2021) and Summative Evaluation Report deliverable (August 2021), both prepared by EduMatrix. These reports will reflect the program's overall annual performance, recommendations for program improvement, and reporting outcomes.

Processes for Accurate Data Collection, Maintenance and Reporting: EduMatrix will meet with the Program Director to discuss what data will need to be collected that aligns with the grant objectives, as well as how the data will be collected and who will be collecting it. There will be a student survey/testing schedule, parent survey/testing schedule, report card grade collection schedule and a data entry schedule created so that the program stays on track with data collection, entry and maintenance. EduMatrix will create internal deadlines for the program so that they will have the correct data prepared for each reporting time point. Accurate data collection will be verified by the evaluator by comparing the grant objectives to the data that was collected, as well as using the data collection tools (assessments and/or surveys) as a guide when analyzing the data. If any discrepancies are found, the evaluator will immediately contact the Program Director with data reliability concerns.

Coordination of Evaluation Activities: EduMatrix will coordinate evaluation activities with the Program Director to ensure that the evaluation activities do not interfere with the normal flow of day-to-day program operations. Each evaluation activity will be coordinated with program staff, students, adult family members, and others so that the evaluation process is most effective.

Examination of Program Impact: The evaluation design will allow for the measurement of progress made towards meeting each grant objective as described above. The measurement tools that will be used to evaluate program impact include program participant data, analysis of student English Language Arts, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, results of site visit reports, analysis of student data and grades, academic enrichment data, personal enrichment data, review of the curriculum used, adult family member participant and performance data, College and Career Readiness data (if needed), and Dropout Prevention data (if needed) will also be used as program impact measurement tools. These tools will help to answer specific program impact questions through data analysis including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address College and Career Readiness (if needed), Dropout Prevention (if needed) and personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address academic enrichment and supplementing the school

day curriculum in innovative ways result in positive outcomes for program participants? (4) Did the program efforts to address adult family members result in positive outcomes for those family members that participated? Using the aforementioned measurement tools to answer these program impact questions through evaluation will help stakeholders understand whether the program had any substantial impact in a variety of areas. The results will be used to help inform the program about any areas that may need improvement throughout the project year.

Use of Evaluation Results and Sharing Results with Community: Using evaluation data results, and sharing those results to help improve the program and its impact, is an important part of the evaluation plan. A true learning community can be fostered through data sharing for the purposes of student and adult family member achievement and improvement. Evaluation results will be shared at each Advisory Board meeting, staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least two times during the grant year. Data results, program operations and evaluator recommendations for program improvement will be covered in these meetings so that the community is well aware of program performance and student-level performance of the 21st CCLC program. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year.

3.9 Approved Program Activities

The proposed program activities will begin on August 1, 2020 and run through July 31, 2021. 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 schedules. The schedules will be organized into blocks with a student taking part in Homework Help, 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, which provides a computer lab, classroom space, multi-purpose space, and outdoor playing fields.

Language Arts and Math –IXL (this is the curricula name, not an acronym) (K-12) Online differentiated learning comprehensive curriculum tailoring the same grade-appropriate content to each student's individual learning level. Content is aligned with Florida Standards Assessment requirements. Summer Bridge Books: (Summer K-12) 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 IXL (6th grade – 8th grade), which is an internet-based Personalized learning program with modules appropriate for K-12 grade students. The focus is on Math, language arts, science, social studies. We have used this curricula in other 21st CCLC sites with great success. The students enjoy the programs, which incorporate disguised learning. All content is aligned to Florida State Standards and provides an engaging format for students to learn math, science and other subjects. Project Based Learning: Through the study of inventions and inventors, students will learn how inventions are created and the characteristics shared such as mathematical patterns, statistics, diagnostics, abbreviations, and reference materials. Students will work through the steps to come up with their own unique inventions and will develop marketing materials to promote their inventions. All activities are safe and can be modified to fit all grade levels.

These activities directly impact Objectives 2, 3, 4b and indirectly help objectives 4a and 7 which impact grade promotion. Summer Bridge Books and IXL will also be used to achieve these objectives.

Social-Emotional Learning (SEL) – Promoting Alternative Thinking Strategies (PATHS) curricula: PATHS program is a comprehensive, evidence-backed SEL curriculum that has been proven effective around the world. It offers a common framework for effective K-8 SEL instruction, broken down by grade-level. We will be purchasing two full packages, one for Foster and one for Sligh Middle. This curricula does not come with an assessment, we will incorporate a perceptual survey with the youth. This activity will directly impact Outcome 5, Improve Positive Self Perception.

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, be properly informed on the use of 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. Smart Moves is broken up into three components to ensure the content is age appropriate. In addition, Boys and Girls Clubs of America'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 and responsible. Incorporating Project Based Learning: Students will evaluate and survey gang activity in their current community and develop a gang prevention strategy book outlining warning signs and ways to avoid gang related involvement and associations.

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 Programs that Work Curricula, by Promising Practices Network. All activities are designed to engage youth through a hands-on learning approach which incorporates active learning through sports. 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 and summer employment. Skill Tech is a program dedicated to teaching students how to type efficiently and use Microsoft Office Suite programs. Interest Based Program: In conjunction with Career Launch students will also have a monthly Career Showcase, organized by partner Think Big for Kids

(Think Big). Think Big is a nonprofit dedicated to bringing exciting opportunities for career exploration, mentorship and skills development. Students will explore careers in STEM, Healthcare, Music Production, Video Production, Electrical, Website Marketing, and painting trades, just to name a few. Finally, financial literacy will be addressed through the "Money Matters: Make It Count" curricula through Boys & Girls Clubs of America, targeted to ages 13 to 18. This program helps teens gain useful knowledge and skill on various aspects of financial literacy, including managing a checking account, budgeting, saving, investing, entrepreneurship and paying for college. Money Matters was developed in collaboration with Charles Schwab Foundation. It includes the Teen Personal Finance Guide with practical tips and activities to help teens learn the skills. The Facilitator's Guide with easy-to-implement small-group activities that can usually be completed in less than an hour and a web site for an interactive way to reinforce lessons learned. These programs address Objective 7: Dropout Prevention & College/Career Readiness.

Parent and Youth Engagement- Champions for Children will conduct 1 parental literacy event on Empowering Parents and Children to Excel at each school. 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 childhood through 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. The Crisis Center of Tampa will conduct a Mental Health Awareness and Resource class at each school. Parents will learn ways to identify early signs of depression and anxiety and what resources are available in the community to help them address their concerns. 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. Financial Literacy provided by partner banking institutions that have rotated. In the past it has been Bank of America, GTE and Wells Fargo.

3.10a Staffing & Professional Development

To achieve both the program and administrative responsibilities each program site will operate with an 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 all sites and helps plan all programming lessons and has experience running this grant or similar for four 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 role of Collaboration Liaison for Foster Elementary and Sligh Middle will be held by the Site Coordinator for each school, 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. Site Coordinators will attend continuing education for 21st CCLC grants, specifically the fall conference. The Program Director also attends this conference, but is paid for through another 21st CCLC grant. Youth Development Specialists lead activities and are selected based upon prior work experience, childcare services training and level of education, with a minimum requirement of a high school diploma or GED.

Tutors will consist of Certified Teachers, holding a 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. Priority will be given to those tutors who have experience providing academic tutoring that focuses on performance improvement. While this program would prefer all tutors have this experience, Hillsborough County School District is experiencing an incredible teacher shortage. To that end, a reasonable effort will be made to hire only those Certified Teachers in specific subjects, but realistically that may not be possible. Tutors are part-time positions and will be paid as part time staff of BGCTB.

All student to adult ratios will be no more than 10 students to one instructional staff person (10:1) for 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.

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.

3.10b Professional Development

BGCTB commits to at least two staff from this grant attending the annual Conference in the fall of 2020. BGCTB provides additional training for basic requirements such as CPR/First Aid/AED training, anti-bullying training, abuse and neglect reporting, and classroom management. With this grant we will include Mental Health First Aid training, an in-person eight hour course to build a basic understanding of what different mental illnesses are, how they can affect a person's daily life and what helps these individuals get well. This will serve as a foundational understanding of our youth who come to us with underlying mental health issues stemming from abuse, poverty, neglect and low-self-esteem. This class will benefit the interaction our staff has not only with the youth, but with each other. The class will be provided by BayCare Behavioral Health Systems, a leader in providing positive healthy outcomes in our community. Lead by skilled professionals who are certified to train in this topic, BayCare Behavioral Health System is a new professional development partner and we look forward to this robust training, provided as an in-kind service. The training will be provided in the fall of 2020 or early 2021 to correspond with a school closure day, when the agency is still open. To complement this training, Frameworks of Tampa Bay is providing monthly Social and Emotional training for all staff, which will be offered to all the staff working under this grant. 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 of sexual activity and ways to build the youth's skills they need to grow up as confident and caring adults. These classes are required for all education staff and are available online using Spillet University (collaborative college system working with Boys & Girls Clubs of America). The activities impact all grades covered by this grant, K-8th.

3.11 Facilities

The proposed 21st CCLC program will take place at Sligh Middle School and Foster Elementary School. Sligh 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, with a new football field. Both schools share a large outdoor recreation space which includes football field, track, large green space and playground. Foster Elementary has a cafeteria, gymnasium, music room, computer labs and library. As an agency that does not provide any services to children younger than age 6, we are exempt from childcare licensing through the Hillsborough Childcare Licensing authority.

Both programs will be housed within the schools so no transportation is required. The students will already be on campus. Parents check students out, usually at the cafeteria or another assigned access point. Parents identify themselves (show ID) and their student, staff then call for that student using communication devices, the student is logged out of the data tracking system and escorted to their parent.

3.12 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 at annual in-service training (4) outdoor safety; and (5) off-site field trips.

Sligh Middle and Foster Elementary 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 into our program, attendance is taken, hands are washed, and a snack is provided. Once snack is complete, youth break into assigned groups and walk, with staff, to activity area. After each rotation, hand sanitizer or appropriate wipes will be used to keep youth clean. At this time of COVID-19, we do expect to be sanitizing often touched surfaces between rotations. We will consult with the school administration and follow best practices protocol, but at this time it is uncertain what that may look like in five months. We have infrared thermometers and

may require all youth to have temperatures taken at the start of the program, isolating any who have a temperature of 100 degrees or more, keeping a 1:1 ratio with that child until an adult can pick them up. We are opening up 8 club locations this summer and have already prepared new Operations handbook for COVID-19. It is unclear if the rigor we will use this summer will be needed in the fall, but if so, we are prepared with face masks, gloves and processes.

Upon dismissal from the 21st CCLC program, the 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 to 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 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. BGCTB provides limited transportation, instead hires from a 3rd party/approved private vendor for educational field trips, where parents will sign permission slips and provide emergency information. When BGCTB uses our own small busses for transportation, certified bus drivers, employed and background screened with Hillsborough Public Schools, are hired for this purpose. We will use them during the summer on Fridays when schools are closed to transport the K-2nd grade students on a field trip. We feel it necessary to have smaller groups travel with the very young students, who do not have the stamina for an all-day field trip. We will take them on a half day outing, and visit another BGCTB club that currently is not in use during the summer for afternoon activities before driving them back to the school for pickup. The 3rd party transportation company (Affari Transportation) requires background screening for their staff and has larger busses that can move more youth at a time. All transportation requires a 15:1 ratio of staff to youth on each bus. This group will be hired for Friday field trips for grades 3-8. The older youth will attend all-day field trips, pre-approved by 21st CCLC.

3.13 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 and transformational gifts.

The addition of Advisory Boards will be recruited for Foster Elementary and Sligh Middle as well, with a mix of parents, students (if in middle school), and community partners. The Advisory Boards will maintain a range of 10-15 members. These Advisory Boards will meet at least twice per year to review school and community needs (December/January and May/June) for this program and help identify ways the community can provide support for the youth and the program. Sligh middle also has the support of local community hero, Thaddeus Bullard (WWE Superstar Titus O'Neil) who has generously given of his own funds and raises more for needed improvements, such as the new football field. His foundation has committed to maintaining a strong relationship with Sligh Middle, and as Foster Elementary shares the same campus, they benefit as well.

Cohort 19 (2020-21) RFP Scope of Work/Narrative Addendum

Agency Name: Boys & Girls Club of Tampa Bay

Project Number: 92B-2441B-1PCC4

Program Name: Foster/Sligh

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

This change includes: ☐ Additions ☐ Deletions ☐ Both

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

3.1. Project Abstract

- Align start and end dates with Site Profile Worksheet.
- Align hours of After School operation with Site Profile Worksheet.
- Align summer hours for Sligh MS with Site Profile Worksheet and FRG.

This program will run ~~August 1, 2020~~ August 24, 2020 through July 31, 2021, Monday through Friday. Foster Elementary, grades K-5 will be on-site and serve 70 youth from ~~2:30 pm – 5:30 pm~~ 2:00 pm – 5:00 pm Tuesday-Friday and ~~1:30 pm – 5:30 pm~~ 1:00 pm – 5:00 pm Monday. Sligh Middle will be on site and serve 45 youth, grades 6-8, from ~~3:45 pm – 6:00 pm~~ 3:30 pm – 5:45 pm Tuesday – Friday and ~~2:45 pm – 6:00 pm~~ 2:30 pm – 5:45 pm Monday. Summer programming will be offered at both locations; Foster Elementary from 7:30 am – 5:00 pm Monday - Friday and Sligh Middle from ~~8:30 am~~ 7:30 am - 5:00 pm Monday - Friday.

3.3 Needs Assessment

- Identify and describe community resources and supports that are available to meet these needs or that could be aligned with the proposed program services.
- Describe how the program plans to close the gaps in services where the resources currently available are insufficient to meet the afterschool needs of the community.
- Include a description of the consultation with all stakeholders needed in order to develop a successful program.

There are very few after school programs in the area, and those that do exist primarily focus on youth in elementary school and charge a weekly fee that is too costly for many of the families Foster Elementary serves. There are no programs in the area that focus on youth in middle school. BGCTB is dedicated to providing families at Foster Elementary and Sligh Middle school with after school enrichment programs that meet the personal and academic needs of the students and are financially viable for the parents.

To develop a successful program, site coordinators and program leadership will meet with key school staff including the Assistant Principal of Curricula, lead teachers or content area teachers, guidance counselors, success coaches, school psychologists, and school social workers to assess the overall needs of the school. Site coordinators will then meet with youth enrolled in their program and parents of the youth to identify the needs they feel need to be addressed through the program. Once needs are identified, site coordinators and program leadership will be able to find programs, curricula, and community partners that will address the needs.

Community resources and supports that are available to meet the needs the stakeholders identify include the Hillsborough County School District, Early Learning Coalition, Champions for Children (formerly Child Abuse Council), Big Brothers Big Sisters, Girl Scouts, Boy Scouts, Museum of Science and Industry, the Florida Aquarium, and the Children's Board of Hillsborough County.

3.6 Target Population, Recruitment, and Retention

- When describing periodic rewards, please include language that “no 21st CCLC funds will be used to support or provide these activities.”

Periodic rewards will be provided for attendance, increased scores on standardized tests, and family night attendance. Rewards range from a sticker board for positive reinforcement, dinner for families (BGCTB to host), tickets to movies, sports events, and local amusement parks (all donated through the community). No 21st CCLC funds will be used to support or provide these activities.

3.7 Time and Frequency of Service provision for Student and Families

- Align Foster ES hours of After School operation with Site Profile Worksheet.
- Copy, paste and strike through the calculation of total hours under the elementary information. This is subject to change each year and is not necessary to the Scope of Work.
- Align Sligh MS hours of After School operation with Site Profile Worksheet.
- Copy, paste and strike through the calculation of total hours under the middle school information. This is subject to change each year and is not necessary to the Scope of Work.

Regularly participating elementary students will attend the program on Monday ~~1:30 pm-5:30 pm~~ 1:00 pm-5:00 pm, and Tuesday through Friday from ~~2:30 pm-5:30 pm~~ 2:00 pm-5:00pm on regular school days. Every Monday is an early release for ALL public-school students in Hillsborough County. During the summer, the elementary students attending Foster (on site) will attend 7:30 am – 5:00 pm, Monday through Friday for 28 days of the summer. The sites located at the schools require the program to end at 5:00 pm. Over the course of the grant year, the elementary students will have available 841 total hours of quality after-school programming (~~school year, 3 hours per day x 149 days = 447 hours, early release, 4 hours per day x 32 days = 128 hours, summer, 9.5 hours per day x 28 days = 266 hours~~).

Regularly participating Sligh Middle students will attend the program on Monday from ~~2:45 pm-6:00 pm~~ 2:30 pm-5:45 pm and Tuesday through Friday from ~~3:45 pm-6:00 pm~~ 3:30 pm-5:45 pm. This schedule is available on all regular school days. During the summer the schedule for middle school students will be 7:30 am – 5:00 pm. Over the course of the grant year, Sligh students will engage in 705 total hours of quality after-school programming (~~school year, 2.25 hours per day x 149 days = 335 hours, early release, 3.25 hours x 32 days = 104 hours, summer, 9.5 hours x 28 days = 266 hours~~).

3.9 Approved Program Activities

- Change the wording of the first sentence as this is too specific and is subject to change each year. Use more general terms.
- Include the ratio of staff to students that is appropriate for the activity.
- Include description of staff and their qualifications that are appropriate for the activity.

The proposed program activities will begin on ~~August 1, 2020 and run through July 31, 2021~~ on the contract start date and continue through the contract year.

These activities directly impact Objectives 2, 3, 4b and indirectly help objectives 4a and 7 which impact grade promotion. Summer Bridge Books and IXL will also be used to achieve these objectives. Students will complete these activities in 1:10 ratio with certified teachers. Certified teachers will facilitate these activities to ensure activity lessons are aligned to school day standards, differentiated learning is occurring, and students are grasping the content and scaffolding is provided when needed. All certified teachers hold current Florida Department of Education teaching certificates.

This activity will directly impact Outcome 5, Improve Positive Self Perception. Students will complete these activities in 1:20 ratio with Youth Development Specialists. Youth Development Specialists are trained to facilitate the curriculum associated with these activities.

This activity promotes the success of objective 6, increase physical activity. Students will complete these activities in 1:20 ratio with Youth Development Specialists. Youth Development Specialists are trained to facilitate the curriculum associated with these activities.

These programs address Objective 7: Dropout Prevention & College/Career Readiness. Students will complete these activities in 1:20 ratio with Youth Development Specialists. Youth Development Specialists are trained to facilitate the curriculum associated with these activities.

3.11 Facilities

- Include description of how facilities would be used for the proposed program activities.

Sligh 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, with a new football field. Both schools share a large outdoor recreation space which includes football field, track, large green space and playground.

Foster Elementary has a cafeteria, gymnasium, music room, computer labs and library. At both schools, the computer labs and libraries will be used to facilitate the academic enrichment programs including project based learning, IXL, and Summer Bridge books. Cafeterias will be used to complete programs like SMART Moves, Career Launch, and Social-Emotional Learning. Gymnasiums and outdoor recreation spaces will be used to facilitate the Triple Play program.