

## **Scope of Work Narrative**

### **3.1 Project Abstract or Summary (0 Points)**

The Boys & Girls Clubs of Bay County, Inc. (from this point on, "BGCBC") 21<sup>st</sup> CCLC Program serves students at Waller Elementary School (from this point on, "Waller") (Youngstown) in grades 1-5. This site serves 100 students during the after-school program, and 30 students during the summer program. The program targets low performing students from the aforementioned targeted (and Title I) school. The after-school program operates from September 17, 2018-May 30, 2019. Over the course of the 153-day program, program days are Monday-Friday and program hours are 2:00-5:45 p.m. (3.75 hours/day). The summer program operates from June 3, 2019 to July 26, 2019. Over the course of the 35-day program, program days are Monday-Friday and program hours are 8:00 a.m.-12:30 p.m. (4.5 hours/day).

The program goals are: increased academic achievement, increased interest in learning, expanded learning opportunities, increased personal achievement, enhanced decision-making skills, and increased parental involvement. Each site offers the following components: academic enrichment through Project-Based Learning (English Language Arts, Mathematics, and Science), personal enrichment (Character Education and Nutrition & Health Information), physical recreation, and homework help. BGCBC facilitates six sessions for adult family members of the students: Parent Information Session (provides parents a review of the 21<sup>st</sup> CCLC program requirements and activities), Bay District Schools Information Session (provide parents the opportunity to strengthen their connection with the school district), Literacy Information Session (provide parents and students the opportunity to read a story together and role play what they are reading), Nutrition Information Session (provides parents with information that mirrors student programming), Finance Information Session (provide parents with the opportunity learn pertinent financial tips to help themselves and their families prosper),

and Middle School Information Session (provide parents the opportunity to connect with their students' future school).

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

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

BGCBC notified Waller, Bay District Schools, and community, including private schools, of our intention to submit a proposal in response to the RFP through emails (beginning July 13, 2018) and phone calls (beginning July 13, 2018) to eligible public and private schools. It was also posted on the BGCBC website on July 13, 2018. The proposal will be available to the community following its submittal through emails to Bay District Schools and by posting it on our organizational website.

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

Waller is located in Youngstown, Florida in the northern part of Bay County. It serves approximately 550 students in grades PK-5 and is a Title I school (Elementary, "Our School"). Waller has high-need students and families (100% Free and Reduced Lunch rate) **(Priority 1)**. Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary School provides free breakfast/lunch to all students..." (2017-2018 Waller Elementary School School Improvement Plan, page 27). Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary School is located in a rural and low socioeconomic area in which students' social and emotional needs are often extremely high and resources are severely limited" (2017-2018 Waller Elementary School School Improvement Plan, page 25). Waller is on the 2018-2019 Preliminary Differentiated Accountability Priority Support list ("D" school) and the 2017-2018 Lowest 300 Performing Elementary Schools list. Additionally, Waller has demonstrated deficiencies across all academic areas (2017-2018 Waller Elementary School School Improvement Plan, page 2). Per Waller's 2017-2018 School Improvement Plan: "Waller Elementary will focus on increasing the academic performance of students in the lowest quartile in English/Language Arts, as

indicated by the FSA. In addition, intensive data-driven lesson preparation/professional development, Professional Learning Communities (PLC), and BDS common assessments will continue to guide classroom instruction to narrow our focus and ultimately benefit all of the students at Waller and enhance academic achievement in ELA” (2017-2018 Waller Elementary School School Improvement Plan, page 21).

The median earnings per worker in Youngstown are \$31,509, compared to \$38,899 for the state of Florida ("Youngstown FL Economy data"). The median household in Youngstown is \$41,711 compared to \$48,900 for the state of Florida ("Youngstown FL Economy data"). The hourly earnings in Youngstown are \$15.58 compared to \$19.43 for the state of Florida. The percent of households with public assistance in Youngstown is 22% compared to 15% for the state of Florida ("Youngstown FL Economy data"). The percent of population in poverty in Youngstown is 27.6%. The median home value in Youngstown is \$83,200 compared to \$166,800 for the state of Florida ("Youngstown FL Housing data").

The percent of residents who have at least a high school education in Youngstown is 80%, compared to 87% for the state of Florida ("Youngstown FL Education data"). The percent of residents who have a bachelor’s degree or better education in Youngstown is only 6% compared to 28% for the state of Florida ("Youngstown FL Education data"). As a city, Youngstown lacks an educational legacy to pass on to current students.

To identify the need for a 21<sup>st</sup> CCLC program in the proposed community, we held a meeting with Gina McNally, the administrative assistant at Waller, where we discussed the community and school needs. We asked her to send an IRIS Alert, which “send out important information to parents via email, text, and phone calls,” to parents gauging their interest in the program (Khalil, "Important information distributed through Bay District Schools IRIS Alerts").

The community and local private schools were involved in determining the need for a 21<sup>st</sup> CCLC program by posting our Community Notice on the BGCBC website and emailing our Community Notice to all eligible private schools.

The availability and accessibility of out-of-school services for the targeted population is limited. Currently, Waller buses between 10-30 of their students to Tommy Smith Elementary School for Bay BASE (Elementary, "Bay BASE"). Bay BASE "is an after-school program designed to enrich children's lives educationally, socially, culturally, emotionally, and physically in a safe and familiar setting..." (Elementary, "Bay BASE"). Bay BASE charges the following fees and rates: "After School Registration Fee (\$25.00 per child; non-refundable); After School Program (\$45.00 per week first child; \$20.00 per week each additional child) ..." (Marketing, "Bay Base | Bay District Schools"). Because of the aforementioned fees and distance, the Bay BASE program is not feasible for many parents and/or guardians at Waller.

The data sources used for the needs assessment are: 2017-2018 Waller Elementary School School Improvement Plan, Bay District Schools website, Waller Elementary School website, Important information distributed through Bay District Schools IRIS Alerts article, and the Towncharts website.

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

The 21<sup>st</sup> CCLC program will disseminate information about the program through flyers, emails, social media (i.e. BGCBC, etc.), websites (i.e. BGCBC, Waller), Waller IRIS alerts, Waller events, and local media outlets. The dissemination plan is appropriate for the community being served by the 21<sup>st</sup> CCLC program because it provides a well-rounded approach to dissemination. While community members may not have access to all of these mediums, they most likely have access to at least one. Our agency plans to develop, launch and maintain a webpage within one month of beginning the program. The following will be available on the webpage: program description, the program address, the target schools, hours of operation, the contact information for the **site coordinator/data management coordinator**, a copy of the approved grant narrative, the ongoing process towards the proposed goals and objectives, a calendar of 21<sup>st</sup> CCLC events and meetings, pictures of 21<sup>st</sup> CCLC students participating in the

program. The **program director/collaboration liaison** will be charged with maintaining the content. The website will be updated on a monthly basis.

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

In accordance with ESEA Sec. 4203(a)(3), Waller meets the criteria in Section 1.5 of the RFP. Based on their 2018 FSA results below, students are struggling in all academic subject areas:

2018 Florida Standards Assessments (FSA) Achievement Percentage			
Target School	English Language Arts (ELA) %	Mathematics %	Science %
Waller Elementary School	32% (2018)	44% (2018)	41% (2018)
	37% (2017)	44% (2017)	48% (2017)
	41% (2016)	53% (2016)	51% (2016)

(BDSAA 2017 to 2018 School Grades Comparison: Category Breakdown)

Targeted students [after-school (100) and summer (30)] attend Waller and are in grades 1-5. Priority will be given to students who have been identified by school administration and students scoring below a 3 on standardized assessments (FSA) in all subject areas. Students with special needs will be served as long as their safety can be maintained throughout the completion of the activity and program. Eligible students will be identified by school administration, reviewing standardized assessments (FSA), reviewing behavioral reports, and reviewing familial relationships among students (Waller administration suggested that we attempt to enroll sibling groups, if possible, to help their parents and/or guardians). Print materials in English and Spanish (as needed) will be sent home to reach those students and enroll them in the 21<sup>st</sup> CCLC program. The program will encourage students to participate regularly and remain in the program from beginning to end of each program day by highlighting

the benefits of supplemental enrichment (academic and personal) in collaboration with regular school day activities.

According to the CDC, "Parent engagement in schools contributes to students' health and learning. Studies have shown that students who have parents engaged in their school lives are more likely to have higher grades and test scores, better student behavior, [and] enhanced social skills..." ("Promoting Parent Engagement: Improving Student Health and Academic Achievement", 2012). The program will engage adult family members of the students attending the program by providing consistent updates regarding their child's progression in the program. Open and effective communication between parents and educators is key for student success. The program will provide consistent updates regarding their child's progression in the program as well as innovative and engaging activities for both students and parents to ensure that students and families consistently attend the 21<sup>st</sup> CCLC activities and participate in the whole array of activities.

### **3.5 Times and Frequency of Service Provision (5 Points)**

The following have been included in the attachments: a Site Profile Worksheet, a sample after-school schedule, a sample summer schedule, and a sample adult family member education schedule. The sample after-school and summer schedules match the times and/or frequency of services as indicated on the Site Profile Worksheet and the minimum requirements of the RFP. The adult family member education activities include the following: Parent Information Session, Bay District Schools Information Session, Literacy Information Session, Nutrition Information Session, Finance Information Session, and Middle School Information Session.

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

Larry Hutcheson will manage the 21<sup>st</sup> CCLC evaluation of the program. Larry was selected because of his previous evaluation experience with the BGCBC. Larry has over 52

years of experience in the field of education. During this time, he was a classroom teacher, guidance counselor, Director of Testing for the Orange County Schools, Director of Assessment and Evaluation for the Georgia Department of Education, and Bureau Chief of Curriculum and Assessment for the Florida Department of Education. After retiring from the Florida Department of Education, he opened his own consulting business. His major focus was policy development and the evaluation of programs. He has served as the external evaluator for over 10 different 21<sup>st</sup> CCLC programs. His education includes an A.A. degree from Orlando Junior College, a B.S. degree from Florida State University, a M.Ed. degree from Rollins College, and an Ed.S. degree from Valdosta College. In addition, he has 30 hours of master's level courses from Stetson University, and has completed all course work and oral and written exams for his Ph.D. from Florida State University. The activities included in the evaluation of the program include a mid-year report and a final report.

His approach to the evaluation of 21<sup>st</sup> CCLC programs begins with a meeting with all staff to discuss all aspects of the program to be implemented. He believes it is very important for all staff to fully understand the goals and objectives for the program and the activities selected for meeting these during the year. As a part of this meeting, he will explain his evaluation approach and emphasize continuous quality improvement activities to identify performance measures and ensure outcomes for students. During the course of the evaluation, he will continue to collect data and discuss with staff what the draft results are demonstrating and discuss a review of activities that may need to be expanded, changed, or deleted. He believes it is very important for the staff to understand that continuing to implement an activity that's not working is a waste of time.

His evaluation questions will focus on the beginning, middle and end of the program. Baseline data will be needed to assure the project as written is being followed during the program year. Such data will include but not limited to: student enrollment/attendance data by grade, male/female, date of enrollment; parent/community interaction with the program;

alignment of programs and activities with program objectives; and development and implementation of partnerships.

Hutcherson will work with the **program director/collaboration liaison** to review all data necessary to assess program progress towards goals. The actual data will be collected by the program, and he will review and discuss results with the program staff. Individual student data such as report card grades and conduct grades related to each outcome will be collected from the Bay District Schools and analyzed. In addition, student discipline data and out of school suspensions data will be collected from Bay District Schools and utilized to assess behavior and out of school suspensions. Surveys will be utilized to collect data such as parent involvement, program satisfaction, and teacher satisfaction. Baseline assessments for newly enrolled students will occur within five days of enrollment. 21<sup>st</sup> CCLC program staff will be involved in the collection of data and must recognize the need to collect and maintain accurate data. In addition, the need for confidentiality will be an on-going discussion among program staff. Hutcherson will work with the **program director/collaboration liaison** to review all baseline, mid-year, and end-of-year data necessary to assess program progress towards goals.

### **3.7 Approved Program Activities (20 Points)**

During the after-school program, students will be released from the regular school day at 2:00 p.m. When the regular school day ends, they will transition to the cafeteria for attendance, homework help, and snack until 3:15 p.m. The staff-to-student ratio for this block will be 1:20. After attendance, homework help, and snack, students will transition to two back-to-back blocks each for a total of two hours of enrichment per day. Students will have two hours of English Language Arts per week. Waller administration specifically requested an additional hour of English Language Arts enrichment due to the extremely low level of student proficiency in this area. Also, students will have one hour of Mathematics and Science each, three hours of Character Education, and two hours of Health & Nutrition Education per week. For academic



enrichment blocks, the teacher-to-student ratio will be 1:10. For personal enrichment blocks, the program staff-to-student ratio will be 1:20. After the academic and personal enrichment blocks, students will wait for parent pick-up or bus transportation.

During the summer program, students will be picked up by a bus or dropped off by their parent and/guardian by 8:00 a.m. for breakfast. After breakfast ends at 8:30 a.m., students will transition to the English Language Arts block until 9:15 a.m., followed by the Physical Activity block until 9:45 a.m. Then, students will transition to snack until 10:00 a.m. and a Mathematics block until 10:45 a.m. Following the Mathematics block, students will transition to the Science block until 11:15 a.m., then the Character Education or Health & Nutrition Education block until 12:30 p.m. For academic enrichment blocks, the teacher-to-student ratio will be 1:10. For personal enrichment blocks, the staff-to-student ratio will be 1:20. After the academic and personal enrichment blocks, students will wait for parent pick-up or bus transportation.

The proposed activities that will be offered, based on the sample activity plans are:

- **English Language Arts**

During the after-school and summer programs, students will utilize an online platform called “Let’s Go Learn”. Per the partnership agreement, “Let’s Go Learn’s assessments and the accompanying individualized online instructional programs were modeled after Cal Reads, a successful tutoring program developed by Dr. McCallum at University of California, Berkeley. In his tutoring program, Dr. McCallum had shown that consistent, individualized assessment and instruction could raise skills of struggling students by approximately two years within a school year as compared to a control group of similar students (McCallum et al., 2000). The Let’s Go Learn Edge series provide reading and mathematics courses designed to fit the needs of students based on the strengths and weaknesses identified by the online diagnostic assessments described above...LGL ELA Edge is web-based, differentiated learning course focusing on decoding, other basic reading skills, and English Language Arts. Pop-cultured

themed materials engage students as they learn in areas targeted by the built-in (sic) diagnostic assessment...”

Sample activities include: Group Activity: Story Illustration- Students will break into groups and read a short story together. Then, each group member will be assigned a paragraph from the story to illustrate. When all members are finished, their drawings will be put together in chronological order and they will reread the now-illustrated story.; Individual Activity: Character Modeling- After reading a short story, students will use play-dough to create one of the story’s characters.

The proposed activities align with the needs assessment result and objective because only 32% of Waller Elementary students demonstrated proficiency in English Language Arts in 2017-2018. This program’s English Language Arts enrichment will directly address this issue by providing innovative, research-based online programming combined with Project Based Learning activities. The times and frequencies of the proposed English Language Arts activities are two hours per week (after-school) and 3.75 hours per week (summer).

- **Mathematics**

During the after-school and summer programs, students will utilize an online platform called “Let’s Go Learn”. During the after-school and summer programs, students will utilize an online platform called “Let’s Go Learn”. Per the partnership agreement, “...The Let’s Go Learn Edge series provide reading and mathematics courses designed to fit the needs of students based on the strengths and weaknesses identified by the online diagnostic assessments...: LGL Math Edge is the perfect accompaniment to ADAM K-7, our diagnostic math assessment. Data from the 44 sub-tests in ADAM K-7 are used to prescribe one of five LGL Math Edge online courses: ME2, ME3, ME4, ME5, or ME6. Students enter the appropriate level of instruction based on their strengths and weaknesses. With Let’s Go Learn, every learning event is customized to a student’s needs...”

Sample activities include: Class Activity: Worksheet Contest- Students will be given a grade-appropriate worksheet in addition, subtraction, multiplication, or division. The teacher will start a timer for a set number of minutes, and whoever finishes the most problems correctly is recognized.; Group Activity: Math Blocks- In small groups, students will be given math building blocks and a building guide based on simple equations. Students will build a structure based on the results of the equations.

The proposed activities align with the needs assessment result and objective because only 44% of Waller Elementary students demonstrated proficiency in Mathematics in 2017-2018. This program's Mathematics enrichment will directly address this issue by providing innovative, research-based online programming combined with Project Based Learning activities. The times and frequencies of the proposed Mathematics activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Science**

During the after-school and summer programs, students will participate in curriculum developed by teachers which will mirror regular school day activities and rely heavily on Project-Based Learning activities.

Sample activities include: Planning for the Future: Energy in My Town- Students will act as environmentalists, conservationists, and energy researchers investigating alternative forms of energy to power a town.; Plant Packages- Design a plant package that supports the basic needs of plant survival. The design must allow for the plant to receive air, sunlight, water and nutrients. The package must accommodate for shelter and storage.

The proposed activities align with the needs assessment result and objective because only 41% of Waller Elementary students demonstrated proficiency in Science in 2017-2018, and our Science enrichment will directly address this issue by providing Project Based Learning activities. The times and frequencies of the proposed Science activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Academic Benchmark (3<sup>rd</sup> Grade Promotion)**

During the after-school and summer programs, program staff will ensure student success through targeted activities preceding the FSA.

Sample activities include: Class Activity- Students will practice FSAs in Mathematics and English Language Arts. By taking practice tests and worksheets, third grade students will prepare for the FSAs twice a week.

The proposed activities align with the needs assessment result and objective because Waller has consistently received low grades and demonstrated low rates of academic proficiency among their students, and the use of FSA practice tests and worksheets will further expose students to questions and problems that are similar to what they will see on the FSAs.

- **Personal Enrichment 1 (Character Education)**

Character Education will provide: “self-awareness activities to develop respect for one’s own body, ability to handle feelings and healthy habits; activities to develop the ability to interact and work in groups; practice in decision-making, problem solving and goal setting; age-appropriate information about alcohol, tobacco and other drugs; and training in refusal techniques useful for avoiding risky situations.” (BGCUtah)

Sample activities include: Class Activity: Ways to Say “No.”- The class will be asked how they would respond to being invited to do dangerous or illegal activities (i.e. doing drugs, playing with weapons, bullying another student, etc.). Students will brainstorm ways to refuse and illustrate with paper and markers.; Group Activity: Emotion Charades- Students will break into teams, and the staff member will have pictures of people showing emotions. One student will go to the front and look at one of the pictures, then act out the emotion. Students will try to guess what emotion they are displaying.

The proposed activities align with the needs assessment result and objective because Waller has indicated in their 2017-2018 School Improvement Plan that behavioral issues are barriers to student performance. Character Education will directly address this issue by

providing students with techniques (i.e. problem-solving, etc.) to aid them during the regular school day. The times and frequencies of the proposed Character Education activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Personal Enrichment 2 (Health & Nutrition Education)**

Health & Nutrition Education will: teach young people about the benefits of healthy habits such as eating right and being physically active; equip young people with skills to adopt healthier habits by participating in fun and engaging learning activities both during the program and at home; encourage young people to take small steps toward positive behavior change.” (BGCUtah)

Sample activities include: Group Activity: Students will create a food advertisement for a healthy snack. They will start by researching a product and imagining what an audience would want to know about it. Then, they will brainstorm ways to get their attention and deliver interesting information. They will write a short skit of the advertisement and act it out in front of the class.; Class Activity: Students will do 30 minutes of physical exercise such as relay races, jump rope contests, and tag.

The proposed activities align with the needs assessment result and objective because Waller Elementary has indicated in their 2017-2018 School Improvement Plan that poor nutrition and a need for physical activity are barriers to student performance; Health & Nutrition Education will directly address this issue by providing students with helping students learn and develop healthy eating habits and participate in physical activities. The times and frequencies of the proposed Health & Nutrition activities are one hour per week (after-school) and 3.75 hours per week (summer).

- **Adult Family Member Education**

BGCBC will facilitate six sessions for adult family members of the students: Parent Information Session, Bay District Schools Information Session, Literacy Information Session, Nutrition Information Session, Finance Information Session, and Middle School Information

Session. The Parent Information Session will provide parents a review of the 21<sup>st</sup> CCLC program requirements and activities. The Bay District Schools Information Session will provide parents the opportunity to strengthen their connection with the school district. The Nutrition Information Session will provide parents with similar information to what their students are learning about health and nutrition to help them reinforce what their students are learning. A speaker from a local health organization will be solicited for this session. The Literacy Session will provide parents and students the opportunity to read a story together and role play what they are reading. The Finance Information Session will provide parents with the opportunity learn pertinent financial tips to help themselves and their families prosper. A speaker from a local financial institution will be solicited for this session. The Middle School Information will provide parents the opportunity to connect with their students' future school.

Representatives/speakers from area middle schools will be invited for this session.

Sample activities include: Class Activity: Meal Planning- After receiving materials about healthy foods and how to purchase them, parents and students will write a week-long dinner menu together.; Group Activity: Parent-Student Plays- Parents and students will read a short book together. Then, they will imagine what happens after the book ends and write a skit together. Volunteers will act out the skit in front of small groups.

The times and frequencies of the proposed activities are two, one-hour sessions in the first quarter of the school year, as well as one, one-hour session per each of the following academic quarters.

### **3.8 Applicant's Experience and Capacity (5 Points)**

The BGCBC and its staff have extensive experience managing public and federal funding. For many years, their team has been awarded the Office of Juvenile Justice and Delinquency Prevention (OJJDP) grant, working with at-risk youth. Allocation of hours worked, expenditures for supplies and strict record keeping, as well as good accounting policies and

procedures, has allowed this organization to satisfy all of the past grant requirements in an effective manner. In the past, partnerships with the Boys & Girls Clubs of the Emerald Coast to create a 21<sup>st</sup> CCLC site gave much needed insight into how the 21<sup>st</sup> Century grant works. In addition, Chief Executive Officer (CEO) Henry Hill previously worked with a different Boys & Girls Club in Tennessee that was awarded a 21<sup>st</sup> CCLC grant. For three years during his leadership, the organization was in good standing with the Department of Education.

The BGCBC currently has a licensed CPA that manages our books weekly, utilizing QuickBooks for our organization's accounting software. He and the CEO work closely to manage the financial matters of the organization. We also have a board of directors' treasurer looks over the financials monthly to present them to the rest of the board of directors, which meets on the third Monday of each month. Each month's financials (treasurer's reports) are filed for audit. The audit committee consists of several board members, the CEO, bookkeeper, and is led by the board treasurer. We meet annually for an extensive look at our financials through an audit that is conducted by a third-party CPA firm and filed with Boys & Girls Clubs of America (from this point on, "BGCA") BGCA and other relevant stakeholders. For the audit years of 2015 and 2016, the BGCBC has not had any material findings of significance. 2017 will be the third year the current auditing firm has been used; as of August 6, 2018, the BGCBC has already begun the auditing process, but it has not been completed yet. It is the policy of this organization to change auditors after three years to get a fresh perspective. That process will be bid out per BGCBC policies and procedures.

Henry Hill, CEO of the organization, has 7 years of experience leading a Boys & Girls Club at the executive level and more than 17 years working in youth development. He has been through extensive professional development including attending and completing Harvard's Business School of Executive Leadership, as well as the Advanced Leadership Program in BGCA School of Executive Leadership. He also attained his bachelor's degree from the University of Alabama at Birmingham (UAB). Area Director, JC Schwab, a 16-year veteran of

the BGCBC has also previously worked with the 21<sup>st</sup> CCLC grant. He also completed the BGCA Advanced Leadership Program. The proposed plan to operate the 21<sup>st</sup> CCLC has been crafted with special attention towards adding a grant administrator position. This is not a supplanted position that we already have in our organization; this position will be able to adequately support the grant.

For the last five years, through the Florida Alliance, the BGCBC has had a Department of Education and Office of Juvenile Justice Program grant in which services are provided to at-risk youth. These grants require mentoring components along with educational instruction that focus on the needs of Club members, much like the 21<sup>st</sup> CCLC programs. The Club currently has a variety of programming and Club professionals who focus on enhancing Club members' abilities to succeed in and out of the classroom. This organization has had a 50-year history of providing quality programs during summer, after-school, and out-of-school times. The goal of this application is to expand into an area of Bay County that is not being served by after-school and summer programs. The Clubs have an established relationship with Bay District Schools that allows the collection and monitoring of the grades and attendance of Club members, with special attention to students who are struggling. The BGCBC focuses on the youth who need the most in our community. Our focus is on the kids who need us most in our community. In 2017, 59% of Club members were from minority races, 83% came from free or reduced lunch homes, and 69% lived in single parent homes.

The BGCBC has been utilizing the National Youth Outcomes Initiative (NYOI) for the past three years to evaluate data for program improvement. NYOI has established outcomes through an extensive online survey conducted every spring with Club members ages 9-18. BGCBC has also collected attendance and participation data Club members to better examine Club programs and ensure they are meeting the needs of our youth. In addition to NYOI, our organization reports monthly on the number of mentoring hours conducted and the number of days each Club member is in attendance. An annual report is created of Club member



successes. Through NYOI, 76% of the Club can report members are on track to graduate from high school, 62% of Club members reported being active for at least an hour, five days or more per week, and that 38% of Club members are receiving the overall Optimal Club Experience (doing great with no improvements needed). This meets the national average of 38%. Based on the experience above, the BGCBC is a strong candidate for the 21<sup>st</sup> CCLC subgrant.

### **3.9 Staffing and Professional Development (5 Points)**

#### **3.9.a. Staffing Plan**

A **program director/collaboration liaison (1)** will serve as the primary contact for FDOE in all matters related to the 21<sup>st</sup> CCLC program and be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner. The **program director/collaboration liaison** will be responsible for: working to ensure that students in need of remediation are identified and that the plan of improvement is developed; all activities of the 21<sup>st</sup> CCLC staff; directing, supervising and governing 21<sup>st</sup> CCLC projects; reviewing 21<sup>st</sup> CCLC deliverables prior to submittal; coordinating with the evaluator as well as the **site coordinator/database management coordinator**; relying on extensive experience and judgement to plan and accomplish goals; performing a variety of tasks (i.e. traveling to the site, preparing and submitting all 21<sup>st</sup> CCLC reports (i.e. deliverables, etc.), and reviewing the budget, etc.), leading and directing the work of others; reporting to the board of directors; and ensuring that active collaboration occurs in program planning and implementation (**collaboration liaison**). The **program director/collaboration liaison** will be required to have a bachelor's degree or 4-5 years of youth development experience along with experience administering and supervising subgrants and/or grants. A **site coordinator/database management coordinator (1)** will be responsible for the daily operation, coordination, and delivery of services at Waller. The **site coordinator/management coordinator** will be

responsible for: assisting in the responsibility for actively participating BGCBC 21<sup>st</sup> CCLC student safety; coordinating enrichment activities for BGCBC 21<sup>st</sup> CCLC students and their families; developing the 21<sup>st</sup> CCLC program; ensuring that the BGCBC 21<sup>st</sup> CCLC sub-grant and contracts adhere to organizational standards; interacting with program staff and teachers on-site to assist with proper application of sub-grant objectives and to troubleshoot problems; distributing and conducting surveys; compiling information concerning the sub-grant deliverables for the evaluator; and **collecting and maintaining all data including attendance and assessment data**. The **site coordinator/database management coordinator** will be required to have at least two years of youth development experience. Time beyond direct serve hours is distributed to administrative and evaluation duties specifically for the 21<sup>st</sup> CCLC after-school and summer programs. **Certified teachers (6-10)** will provide direct academic enrichment instruction for actively participating 21<sup>st</sup> CCLC students during the 21<sup>st</sup> CCLC program hours. The **certified teachers** will be responsible for monitoring 21<sup>st</sup> CCLC student performance and progress in core academic areas and identifying and determining remedial work for actively participating 21<sup>st</sup> CCLC students. The **certified teachers** will be required to be familiar with survey and data collection, testing, concepts, practices, and procedures of teaching and hold a valid Florida Professional Educator's certificate or a temporary certificate. **Program staff (5-10)** will work with actively participating 21<sup>st</sup> CCLC students during 21<sup>st</sup> CCLC program hours to assist with homework assistance, educational life skills, technology, and athletic programs. Program staff will be required to have at least a high school diploma and 1-2 years of youth development experience.

At least two of the staff members described above will be CPR and First Aid certified, including the face-to-face component. All 21<sup>st</sup> CCLC staff will be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S. Any volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S.

The plan to recruit the **site coordinator/database management coordinator, certified teachers**, and **program staff** is to provide the administration at Waller with the staffing plan and encourage them to solicit certified teachers and support staff who excel at their school. The plan to recruit the **program director/collaboration liaison** is to solicit the community through the BGCBC social media platforms and website, the BGCA organization website, and local job boards. The plan to hire any new staff will be to have the BGCBC review the applicants and make the final decision based on the staffing plan. The plan to train the **certified teachers** and **program staff** is to provide yearly training concerning 21<sup>st</sup> CCLC program requirements. The plan to train the **site coordinator/database management coordinator** and **program director/collaboration liaison** is to participate in yearly training concerning 21<sup>st</sup> CCLC program requirements and best practices and attend the mandatory training in Fall of 2018.

### **3.9.b. Staffing Plan**

The types of trainings proposed for the staff are: yearly training concerning 21<sup>st</sup> CCLC program requirements, best practices, classroom management, wraparound support, and CPR and First Aid training (as needed). The 21<sup>st</sup> CCLC yearly training will be led by the BGCBC CEO and/or the **program director/collaboration liaison**. This is dependent on the date of the mandatory training in Fall of 2018. Initially, the BGCBC CEO and/or the **program director/collaboration liaison** will lead the training based on knowledge of the program requirements. The CPR and First Aid training will be conducted by certified professionals. Knowledge will be transferred into practice during program activities in a few ways. First, trainees will be provided a handbook during training that details their responsibilities and answers any frequently asked questions. This handbook will be intended for use throughout the program as a reference. There will also be random checkups and reviews by **the site coordinator/data management coordinator** and/or the **program director/collaboration liaison** to ensure that all staff are performing adequately.

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

The facility where the proposed 21<sup>st</sup> CCLC program will take place is Waller. Waller has the available space necessary for the implementation of the 21<sup>st</sup> CCLC program that includes: a cafeteria for snack and adult family member education, classrooms for academic enrichment (i.e. project-based learning, etc.), two computer labs for academic enrichment, portable computer labs for academic enrichment and homework help, a multipurpose room for personal enrichment (i.e. indoor physical fitness activities, etc.), a covered pavilion for personal enrichment (i.e. outdoor physical fitness activities, etc.), a baseball field for personal enrichment (i.e. outdoor physical fitness activities, etc.), and a media center for adult family member education. The facility is located in close proximity to the students' homes and school because they attend Waller during the regular school day. Students and their adult family members can access the facility in the same way they do during the regular school day. BGCBC has a valid exemption from the Department of Children and Families.

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

BGCBC will ensure student safety, including appropriate adult supervision and staff background screening, by using the BGCA national safety policies and actions and the Bay District Schools safety policies. Throughout all of the following activities, students will be transition based on the required 1:10 teacher-to-student ratio and 1:20 staff-to-student ratio. Students will be received at the beginning of the program by program staff in the cafeteria to begin snack. If needed, students will be picked up from their classrooms and transported to the cafeteria. The students will be released at the end of the program once a parent and/or guardian on the allowable adult pick-up list picks them up, or they are transported home by bus. The list will be collected upon program enrollment. Furthermore, a visitor log and a sign in/out log will be created and consist of the date and time the student was checked out as well as a parent and/or guardian signature of the person who picked up the student. All visitors to the program will be

required to sign-in on the visitor log and provide current identification. The students will transition from one activity to the next with program staff. To maintain emergency preparedness, the will conduct monthly fire drills and record logs. All incidents and behavioral issues will be documented in writing by 21<sup>st</sup> CCLC program staff. At least two individuals per program site will be certified in CPR and First Aid. Prior to any off-site field trip, a signed consent form will be required. Any off-site field trips will be chaperoned by the appropriate number of program staff. All staff will keep records of hourly head counts during off-site activities.

During the after-school program, students will already be on 21<sup>st</sup> CCLC site at the conclusion of the school day because the students will be served at their targeted school, Waller. The students will travel from the site to their homes by parent and/or guardian, or by program transportation to a community stop where parents and/or guardians may pick up their students. Bay District Schools Transportation Department transports over 13,000 students to and from school, and their fleet is maintained and required to be inspected monthly by their shop staff. Community stops are based on the student addresses in FOCUS Student Information System. When they transport students from Waller, they assign them stops based on their home address. They use routing software, Versa Trans, to determine the safest and closest stops within a 0.75-mile distance from their homes. Students already have assigned school-to-home stops as bus riders that they will be familiar with and comfortable with. These stops are community stops based on home address. This will be done because the school serves a wide, rural area and it will be expensive and time-consuming to drop off each student at their home. The transportation provided by the program will be safe and dependable due to the inclusion of ride rosters for boarding/unloading, bus monitors (depending upon the number of passengers), and appropriate licensing and training for drivers. The drivers are chosen by seniority and based on the area requesting the program transportation needs. All drivers must attend yearly in-service and refresher in-service throughout the year with a focus on safety and student management.

During the summer program, students will be picked up from and dropped off at community stops or picked up and dropped off by a parent and/or guardian. The transportation provided by the program will be safe and dependable because there will be ride rosters for boarding/unloading, bus monitors (depending upon the number of passengers), and appropriate licensing and training for drivers. The drivers will be appropriately licensed, insured, trained, and screened. The same school year safety provisions will be in effect during the summer program.

### **3.12 Partnerships, Collaboration & Sustainability (8 Points)**

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

We have partnered with Let's Go Learn to support the proposed program. They will be providing ELA Edge and Math Edge programs described earlier. A partnership agreement will be included in the attachments.

We have partnered with the Bay District Schools Transportation Department to support the proposed program. They will be providing safe and dependable transportation during the after-school and summer programs. They will drop off students after the after-school program to community stops, and they will pick up and drop off students at community stops during the summer program. A partnership agreement will be included in the attachments.

We have partnered with Chartwells to support the proposed program. They will contribute daily nutritious meals and snacks for students during the after-school and summer programs. Chartwells will distribute dinner to students at the beginning of the program around 2:30 p.m. After at least an hour after dinner, students will be provided a snack. Documentation will be collected and reported by program staff. A partnership agreement will be included in the attachments.

#### **3.12.b. Collaboration**

Because the targeted students of Waller will be served at Waller and by Waller Elementary staff, except the **program director/collaboration liaison**, it will be feasible to maintain

effective collaboration. In addition, the administration at Waller is enthused about potentially participating in this program and is eager to make the collaboration successful. Because the **program director/collaboration liaison** will not be a current employee of Waller, the **program director/collaboration liaison** will need to firmly establish and maintain effective communication channels with the school. The **program director/collaboration liaison** will do so by making regular visits to the site and staying in consistent communication with the school through emails and phone calls. The frequency of communications will be high because the targeted students of Waller will be served at Waller and by Waller Elementary staff. The BGCBC administration will maintain open communication channels by regularly using emails, phone calls, face-to-face contacts, and will request information regarding student grades, attendance, and behavioral incidents from the school.

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

Our plan for continued sustainability of the 21<sup>st</sup> CCLC program is to secure funding through other subgrant and grant opportunities. In order to ensure broad-based community support, we will establish a 21<sup>st</sup> CCLC Advisory Board comprised of two parents, one regular school day teacher from Waller, and a diverse group of members of community agencies and the private sector. The goal is to have at least ten members. There will be quarterly meetings, where minutes will be taken, and attendance will be recorded. Advisory Board members will consistently review and suggest other sources of funding (i.e. subgrants, grants, etc.). This will be the strategy to develop continued support after the funding ends.

### **Section 4: Program/Project Budget (15 Points)**

As instructed, we have completed a funding request guide based on the Site Profile Worksheets. We used the totals of the funding request guides to complete a budget using the DOE 101S form that adds up to the sum totals of the funding request guide, not to exceed \$700,000.

The budget is thorough, specific, and supports the proposed program. The proposed program budget presents expenses that appear to be allowable, allocable and necessary to achieve the objectives of the proposed 21<sup>st</sup> CCLC program. The budget reflects an appropriate balance between administrative and direct service costs. The costs are clearly supported by the proposed program and clearly linked to the proposed activities. The required personnel, professional and technical, and/or travel for the proposed program clearly and adequately explained and appropriate for the proposed program. The justification for expenditures is reasonable and clearly supported by the description. The overall program is cost is reasonable for the proposed services.

### **Section 5: Priority Points**

A Priority Preference Form and supporting documentation are attached to this response. Five points are requested for **Priority 1: Evidence that the proposal targets only high-need students and families.** Per Waller’s 2017-2018 School Improvement Plan: “Waller Elementary School provides free breakfast/lunch to all students...” (2017-2018 Waller Elementary School School Improvement Plan, page 27). Three points are requested for **Priority 2: Evidence that the application involves a partnership targeting schools meeting Differentiated Accountability Priority classification.** We have partnered with Bay District Schools and Let’s Go Learn to support the proposed program. Bay District Schools will be providing access to . Let’s Go Learn will be providing ELA Edge and Math Edge programs described earlier. Memorandums of Understanding will be included in the attachments.

### **References**

2017-2018 Waller Elementary School School Improvement Plan (page 2, 25, 27)

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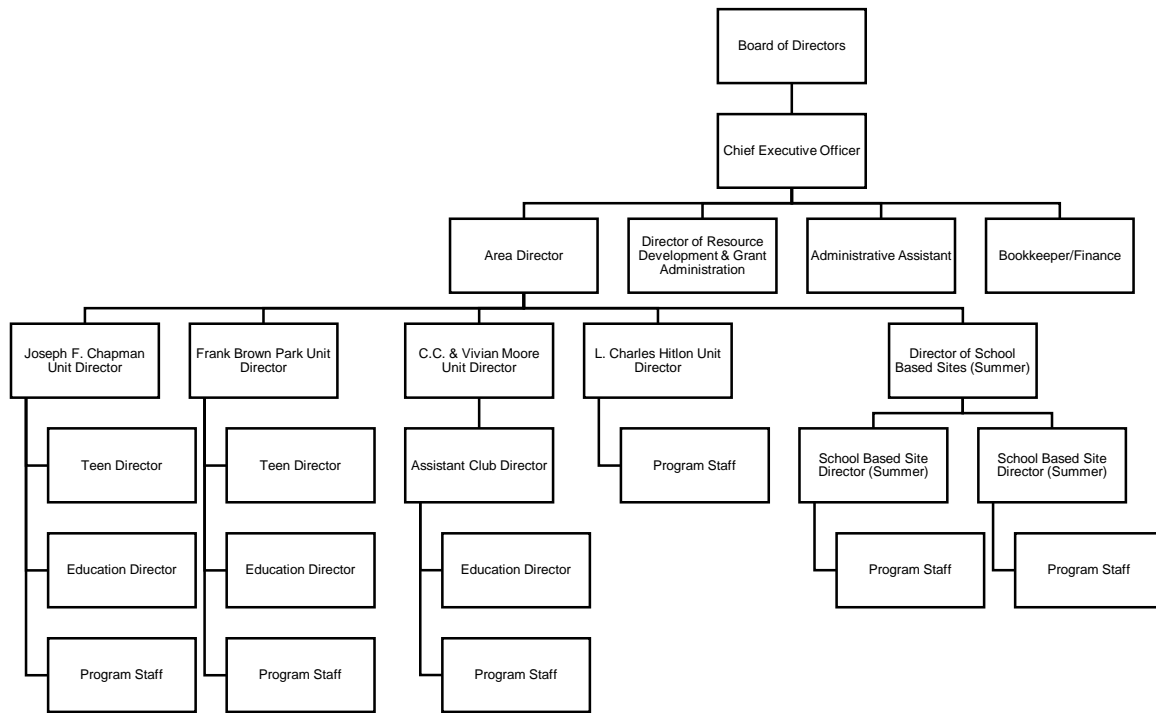
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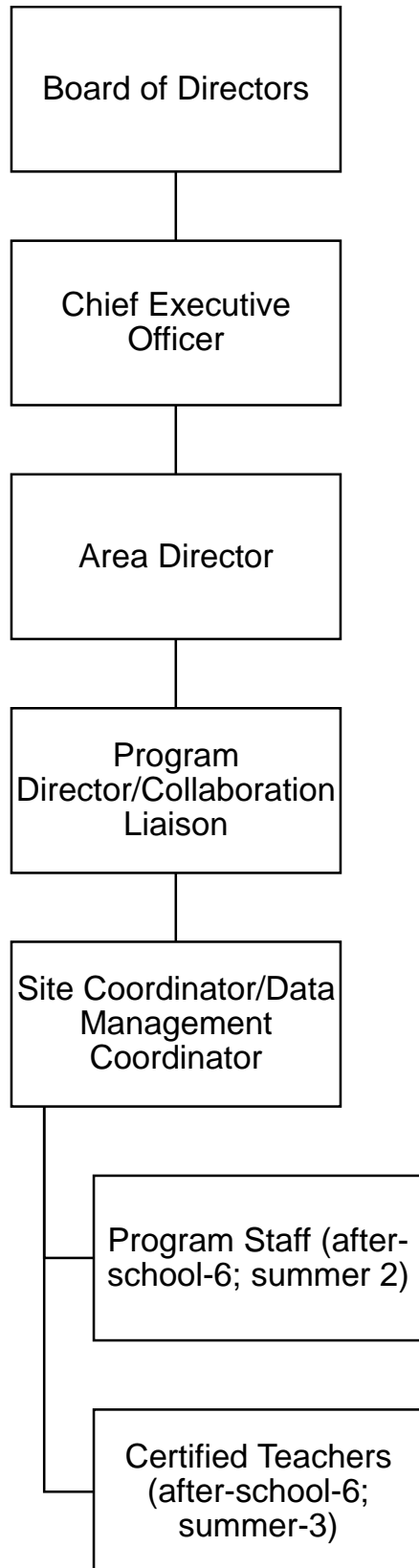
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**2018-2019 Boys & Girls Clubs of Bay County, Inc. Organizational Chart**



2018-2019 Boys & Girls Clubs of Bay County, Inc. 21<sup>st</sup> CCLC Organizational Chart



**2018-2019 Boys & Girls Clubs of Bay County, Inc. Board of Directors**

<b>2018-2019 Executive Committee</b>	
<b>President</b>	Arthur Cullen
<b>Past President</b>	Patrick Ryan
<b>Vice President of Operations</b>	Les McFatter
<b>Vice President of Marketing &amp; Communications</b>	Vickie Gainer
<b>Vice President of Resource Development</b>	Jon Smiley
<b>Treasurer</b>	Todd Brister
<b>Secretary</b>	Jasmine Allen
<b>Member-At-Large</b>	Paul Casto
<b>Member-At-Large</b>	Mason Faggert

<b>Lifetime Member</b>	William Black
<b>Lifetime Member</b>	Olivia Cooley
<b>Lifetime Member</b>	Gary Nellis

<b>Term Ends 2018</b>	<b>Term Ends 2019</b>	<b>Term Ends 2020</b>
Jasmine Allen	Paul Casto	Conssandra Ford
Marcia Croom	Patrick Ryan	Vickie Gainer
Arthur Cullen	Michael Lovchuk	Suzy Nadler
Bill Dozier	Jimy Thorpe	Tricia Berry
Jon Smiley	Todd Brister	Lee Kinner
Jimmy Barr	Greg May	Les McFatter

Mason Faggert		Ryan Neves
Debbie Sasser		Sherri Reitmeyer
		Jay Trumbull
		Nathan Lawrence
		Chris Walker

<b>Sample After-School Schedule (1st and 2nd Grade)</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
2:00-3:15 p.m.	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help
3:15-4:15 p.m.	Character Education	Health & Nutrition Education	Character Education	Health & Nutrition Education	Character Education
4:15-5:15 p.m.	English Language Arts	Science	Mathematics	English Language Arts	Science
5:15-5:45 p.m.	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
5:45 p.m.	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation

Note: For students that do not have homework, they will complete an approved worksheet.

<b>Sample After-School Schedule (3rd Grade)</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
2:00-3:15 p.m.	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help
3:15-4:15 p.m.	Character Education	Health & Nutrition Education	Character Education	Health & Nutrition Education	Character Education
4:15-5:15 p.m.	English Language Arts	Science	Mathematics	English Language Arts	Science
5:15-5:45 p.m.	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
5:45 p.m.	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation

Note: For students that do not have homework, they will complete an approved worksheet.

<b>Sample After-School Schedule (4th Grade and 5th Grade)</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
2:00-3:15 p.m.	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help	Attendance, Snack, and Homework Help
3:15-4:15 p.m.	English Language Arts	Science	Mathematics	English Language Arts	Science
4:15-5:15 p.m.	Character Education	Health & Nutrition Education	Character Education	Health & Nutrition Education	Character Education
5:15-5:45 p.m.	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
5:45 p.m.	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation

Note: For students that do not have homework, they will complete an approved worksheet.



<b>Sample Summer Schedule (All Grades)</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
TBD	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation
8:00-8:30 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:15 a.m.	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
9:15-9:45 a.m.	Physical Activity	Physical Activity	Physical Activity	Physical Activity	Physical Activity
9:45-10:00 a.m.	Snack	Snack	Snack	Snack	Snack
10:00-10:45 a.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:45-11:15 a.m.	Science	Science	Science	Science	Science
12:00-12:30 pm	Character Education	Health & Nutrition Education	Health & Nutrition Education	Character Education	Health & Nutrition Education
12:30 p.m.	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation	Parent and/or Guardian Pickup or Bus Transportation

<b>Sample Adult Family Member Schedule</b>			
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Parent Information Session	Nutrition Information Session	Finance Information Session	Middle School Information Session
Bay District Schools Information Session	Literacy Session		

The Parent Information Session will provide parents a review of the 21<sup>st</sup> CCLC program requirements and activities.

The Bay District Schools Information Session will provide parents the opportunity to strengthen their connection with the school district.

The Nutrition Information Session will provide parents with similar information to what their students are learning about health and nutrition. This will help them reinforce what their students are learning. We will seek a speaker from a local health organization for this session.

The Literacy Session will provide parents and students the opportunity to read a story/book together and role play what they are reading.

The Finance Information Session will provide parents with the opportunity learn pertinent financial tips to help themselves and their families prosper. We will seek a speaker from a local financial institution for this session.

The Middle School Information will provide parents the opportunity to connect with their students' future school. We will seek representatives/speakers from area middle schools for this session.

**General Education Provisions Act (GEPA) Statement**

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, the Boys & Girls Clubs of Bay County, Inc. are open to all youth from 6 to 18 years of age regardless of race, religion, gender, socio-economic background, sexual orientation, disability, or any other protected class. Youth and families are notified of the program through flyers, internet, newspapers, and community involvement. In addition, the program is promoted through school personnel participation with students to better assess and meet the needs of every student.

\_\_\_\_\_  
**Printed Name of Agency Head**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Signature of Agency Head**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Applicant Organization**