



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Boys & Girls Clubs of Polk County

Project Number: 53G-2443B-3P004

Program Name: Wogan S. Badcock Jr. - 21st CCLC Program

Section 1. Project Abstract/Summary

Boys & Girls Clubs of Polk County operates the Wogan S. Badcock Jr. Boys & Girls Club at 305 NE 1st Avenue, Mulberry, 33860. 75 students (grades K-8) are provided programming during the school year from 3:30 p.m.- 6:00 p.m., M-F beginning Aug. 10, 2022 - May 31, 2023 for a total of 180 school days and 15 holidays. 75 total students are provided with programming during the summer from 8:30 a.m. - 4:30 p.m., M-F June 5, 2023 to July 31, 2023 for 35 days. Activities include academic enrichment, literacy education, STEM, healthy/active lifestyles, well-rounded education activities, and drug/violence prevention in addition to adult family literacy and resources.

Section 2

See attached Funding Request Guide

Section 3. Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	10+	October 2011 - Current
Federal Funding	10+	2010 - Current
Other Types	10+	2010 - Current

Operating under the direction of a volunteer Board of Directors, Boys & Girls Clubs of Polk County (BGPC) has successfully managed academic programming, food distribution and federal funding through the following departments:

- USDA Child and Adult Care Food Program (CACFP) beginning in 2010.
- USDA Summer Food Service Program beginning in 2015.
- Department of Juvenile Justice Prevention Programming
- Office of Juvenile Justice and Delinquency Prevention – Mentoring Programs
- Department of Education – Mentoring Programs
- Nita M. Lowey 21st Century Community Learning Center

Organizational systems, policies, and procedures have been put into place from the front-line-level staff through administration allowing for accurate tracking of funds, fiscal responsibility and accountability,



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effective implementation of program/grant goals and requirements, program monitoring for compliance, and evaluations. The organization is able to accurately manage wage allocation, program expenditures, and program results. All financial transactions comply with internal policies and procedures and are audited annually by a third party.

The organization has a diverse funding portfolio and has successfully managed several large grants such as multiple Florida State Department of Education grants (including Florida 21st Century Community Learning Centers), U.S. Department of Justice Office of Juvenile Prevention grants, Community Development Block Grants, U.S.D.A. food/feeding programs, Agriculture and Labor Program, Inc. (ALPI) funding, local corporate funding, United Way, and strong individual donations. BGCP has a highly effective administrative, operations and fiscal team to ensure that the organization maintains a strong program based on youth development best practices, fiscal and governance requirements and continuous improvement practices.

The Board of Directors and President review financial reports on a monthly basis and maintain a strong system of check and balances to ensure all funding is effectively utilized and tracked based on federal guidelines.

The President is active within the local community both to share the program and program results with stakeholders and to remain educated on community needs. The President is a hands-on, seasoned executive with the experience of building high-performance teams that improve revenue and institutional value. He has held every retail position from entry-level laborer to CEO over the last 20 years and has experience leading teams in sales, operations, logistics, and technology.

With over 80 years of experience in youth development, BGCP are experts in helping kids stay in school and become successful adults. BGCP understands the importance of educational enhancement programs that help students achieve academic benchmarks. BGCP has successfully managed six Nita M. Lowey 21st CCLC grants over the last 11 years with impressive results. The fiscal management team has proven its capacity in meeting the demands of a 21st CCLC program. The organizational chart is comprised of a team with professional expertise in all areas necessary to meet the demands of administering, implementing and evaluating a 21st CCLC program. A focus on professional development, industry best practices, timely change responsive to evaluation data, and listening to our youngest clients has resulted in an organization that has proven capacity to deliver and manage life changing programs. BGCP has years of experience collecting and evaluating report card data (quarterly), behavioral data (ongoing), attendance data (ongoing), standardized assessment data (annually), and survey/pre-post test data (as needed). During the 2020-2021 year, BGCP was able to successfully collect 100% of data required for End-of-Year reporting with an 85% rating of meeting the Standard of Success for objectives across four 21st CCLC grants.

The 21st CCLC Program Monitor has 11 years of experience effectively managing Nita M. Lowey 21st CCLC grants and using academic data to develop and implement educationally supportive programming. With an established relationship with Polk County Public Schools, BGCP has an ongoing system in place for collecting valuable academic and behavioral data necessary to ensure the success of educational support programming.

Section 4. Building Your Program Team

To begin the application process, Boys & Girls Clubs of Polk County identified individuals that would develop a strong program team that would be valuable to the development of the application, engagement



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with stakeholders, design of program activities and strategies and planning for sustainability as the program ends. The Wogan S. Badcock Jr. 21st CCLC program team is comprised of the following individuals:

Andy Baldwin, Senior Director of Federal Programs for the Polk County Public Schools. Mr. Baldwin will act as a school board member to support the 21st CCLC program and assist with aligning to the goals and needs of the Polk County Public Schools. Mr. Baldwin will be able to provide input on curriculum alignment and facilitation of the collection of data from the district level.

John Lane, Director of Operations at Boys & Girls Clubs of Polk County. Mr. Lane will assist with continuous assessment of the needs to students once enrolled in the 21st CCLC program, ongoing design and implementation of activities, and evaluation of the program. Mr. Lane will assist with communication between community stakeholders and 21st CCLC staff.

Erika Cuffy, BSW Field Work Director at Southeastern University. Ms. Cuffy will serve as a representative of a postsecondary institution as well as an expert in mental health to assist with meeting the needs to students through mental health resources.

Tom Pilgreen, PhD Field Studies & Data Coordinator at Polk State College. Mr. Pilgreen will serve as a representative of a postsecondary institution as well as an expert in education studies to assist with meeting the academic needs of our students.

Gabrielle O'Toole, community member with the Central Florida Mediation Group. Ms. O'Toole is a dedicated member of the community with a strong interest in ensuring at-risk youth have beneficial resources to succeed.

Hunter Kaiser, community member. Mr. Kaiser has experience as a not-for-profit auditor in Polk County and is well versed in the requirements related to administering 21st CCLC grant funds. His input will ensure the program success and improve financial sustainability.

The following school administrators will serve on the program team:

- Lindsey Leskis, Assistant Principal - James W. Sikes Elementary
- Beth Nave, Principal - Purcell Elementary
- Cynthia Cangelose, Principal - Mulberry Middle

School administrators will ensure strong communication between schools day teachers and 21st CCLC staff to ensure a strong partnership with their respective schools. They will also assist in providing necessary data for program evaluation and assist with strategies for students to increase the likelihood of closing the achievement and opportunity gap.

The following parents and their students will serve on the program team:

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- Amber Childs
- Rachel Santiago



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Parents and their students are vital to the program team to ensure that 21st CCLC programming is engaging and effective for our primary stakeholders.

All members of the program team were highly involved in the application process from securing feedback from stakeholders to assisting with design of student and family activities. The program team discussed the 21st CCLC application through in-person meetings, phone conversations and emails. The program team will formally meet a minimum of 3 times throughout the program year to discuss program activities, ongoing evaluation and sustainability. The program team will engage in informal communication each quarter after the collection of academic data to assess data and inform new strategies to adjust the program to be effective prior to the next data collection period.

Section 5. Engaging Stakeholders

During the grant application process, BGCP's 21st CCLC Program team partnered with target schools to survey teachers, administrators and staff using a digital survey. The survey provided respondents with the opportunity to address the need and affordability of afterschool and summer programs; students' greatest struggles, needs and wants in a program; and which areas they believe would improve through an academic-focused afterschool or summer program.

Florida DOE reports the following teacher and administrator counts for the targeted schools.

Purcell Elementary - 38 teachers

Sikes Elementary - 46 teachers

Mulberry Middle School - 68 teachers

Of those teachers, 16% responded. 92% affirmed a need for a free afterschool and summer program. Respondents reported students' greatest struggles as reading at grade level (96%), understanding math concepts (76%), and behaving in class (92%), getting along with other students (52%) and mental health (48%). They identified students' greatest needs in an afterschool program as reading help (88%), math help (84%), snacks and meals (84%), homework help (80%) and behavioral improvement intervention (76%). They ranked students' greatest wants in an afterschool program as snacks and meals (96%), arts programs (72%), homework help (60%), fitness programs (52%), and STEM (48%). 88% agree or strongly agree that an academic-based afterschool program would help improve student engagement with school. 95% agree or strongly agree that an academic-based after-school program would help students improve their reading and math skills.

BGCP also surveyed parents and students to determine the need for afterschool and summer programming, ability to pay for services, program components that are wanted and needed, days and hours desired, and children's greatest struggles in school.

According to the 2021-2022 Florida DOE Fall Enrollment data, there are 478 students at Purcell Elementary, 592 students at Sikes Elementary and 1,143 students at Mulberry Middle School. BGCP received responses from 14% of the represented students and parents.

86% of parents responded that afterschool and summer programs are not easily found in the Mulberry community.



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Respondents reported students' greatest wants in an afterschool and summer program include field trips (77%), sports activities (71%), homework help (68%) and art (65%). They reported students' greatest struggles are homework help (80%), reading help (70%), math help (68%) and food insecurity (86%).

Finally, BGPC sought input from community partners through emails, phone calls and face-to-face discussions, including the Polk County School Board Superintendent's office, Polk County Sheriff's Office, United Way of Central Florida, Central Florida Health Care and Southeastern University. Their feedback will be incorporated into our program through the intentional design of activities, including Adult and Family Member Service topics and additional behavioral and mental health support as requested in the survey results.

BGPC will continue to gather stakeholder input throughout the duration of the project in order to assure the program adequately meets the needs of the students and community and will adjust plans as needed. BGPC staff will maintain a communication log to track communication between club staff and school teachers regarding individual student needs. BGPC will provide digital surveys to parents and students at a minimum of three times per project year to assess the effectiveness of the program and provide community input. Device access will be provided for any parents who do not have access to technology to allow all parents to have an equal opportunity to participate. BGPC will survey teachers and school staff quarterly after each grading period ends to ascertain any new or immediate needs that may impact academic success, evaluate key components of the program, and prioritize areas of focus. BGPC will seek input from community partners at least quarterly through emails, phone calls, and face-to-face discussions.

Section 6. Assessing Program Needs

Purcell Elementary School was identified as a 2020-2021 Comprehensive Support and Improvement school and was included on Florida DOE's 2020-2021 Lowest 300 Performing Elementary Schools. The most recent overall Federal Index for this school is 46% with low federal indices for Black/African American students (35%) and Students with Disabilities (28%).

Purcell Elementary School serves 478 students, all of whom are identified as Economically Disadvantaged as of 2021/2022 Fall Enrollment. Polk County School District confirmed that this school qualified for school-wide free lunches in 2021-2022 under the Community Eligibility Provision.

While the Florida DOE School Report Card shows 245 students participated in the 2020-2021 English Language Arts Assessment (ELA) and 243 in the Mathematics Assessment, scoring charts for achievement show results for 215 total students for ELA and 216 total students for Mathematics. On the ELA assessment, 33% of participants attained an achievement score of 3 or higher, 45% of all students showed learning gains, and 55% of the lowest scoring 25% of students showed learning gains. On the Math assessment, 42% of all participants attained an achievement score of 3 or higher, 59% of all students showed learning gains, and 39% of the lowest scoring 25% of students showed learning gains.

ELA achievement scores of 3 or higher show a 10-point gap between white students (38%) and Black/African American students (28%), and an 8-point gap between white students and Hispanic students (30%). The gap between girls (43%) and boys (25%) was 18 points.



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Racial gaps on the Math assessment were much smaller, with only a 2-point gap between white students (43%) and Black/African American students (41%) as well as Hispanic students (41%). The gap between girls (44%) and boys (40%) was 4 points.

2% of Students with Disabilities achieved a passing grade on the ELA assessment compared with 41% of students without disabilities. On the Math assessment, 14% of Students with Disabilities passed compared with 48% of students without disabilities.

While the 2020-2021 Fall Enrollment table shows all students were identified as Economically Disadvantaged, the 2020-2021 achievement test results showed 25% of Economically Disadvantaged students achieved a passing grade on the ELA assessment compared with 48% for Non-Economically Disadvantaged. 36% of Economically Disadvantaged students achieved a passing grade on the Math assessment versus 53% of Non-Economically Disadvantaged students.

Of the 215 student ELA achievement test results, 33 showed learning gains, 22 of whom were Hispanic, 9 white, 18 female, 15 male, 18 English Language Learners and 6 Students with Disabilities. Eleven of those students were from the low 25% bracket. Of the 216 student Math achievement test results, 42 showed learning gains, 23 of whom were Hispanic, 16 white, 23 female, 19 male, 19 English Language Learners, and 7 Students with Disabilities. Seven of those total students were from the low 25% bracket.

There are 114 English Language Learners (ELLs) identified at Purcell Elementary. 31% of those students were identified as proficient for 2020/2021, and 62% showed progress in learning English. Of the 70 graded English Language Learners (ELLs) participating in the ELA assessment, 24% attained a passing grade of 3 or higher, and 41% of the 70 graded ELLs participating in the Math assessment achieved a passing grade. ELL passing rates were 13 points lower than non-ELL passing rates for ELA, and were less than ½ point lower than non-ELLs for math.

The following data compares the number of 2020-2021 chronic absentees and their percentage within their student subgroup. Rates were highest among Black/African American students and Students with Disabilities.

Black/African American – 44 total students, 22 chronic absentees (50% of subgroup)

Hispanic – 233 total students, 80 chronic absentees (34%)

White – 190 total students, 68 chronic absentees (36%)

Students with Disabilities – 79 total students, 31 chronic absentees (39%)

English Language Learners – 114 total students, 39 chronic absentees (34%)

Totals – 475 total students, 176 chronic absentees (37%)

Of the 475 students enrolled at Purcell Elementary in 2020-2021, 25 served one or more in-school suspensions, 17 served one out-of-school suspension, and 14 served more than one out-of-school suspension. Of those 56 disciplinary records, 14% involved African American students, 34% Hispanic, and 50% white; 55% involved Students with Disabilities, and 20% involved current ELLs. There were no reports of violence or bullying.

Based on school-level data, the greatest struggles students face at Purcell Elementary School are economic hardship, chronic absenteeism (particularly among Black/African American students), disciplinary concerns, and low levels of achievement or learning gains, with Hispanic students, Black/African American students and Students with Disabilities demonstrating greatest needs of support. According to Purcell's 2021-2022 School-wide Improvement Plan, "The contributing factors continue to be vocabulary deficits when entering



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school, language acquisition skills, and teachers unable to discern how to meet children where they are instructionally while also giving them on grade level content to help accelerate learning.” The improvement plan reports that there are 147 students with a substantial reading deficiency.

James W. Sikes Elementary School was identified as a school in need of support. The most recent Federal Index (FI) for this school was 41%. The largest gap reported was between Hispanic students (41% FI) and Black/African American students (32% FI). Other struggling subgroups include ELLs (39%), white students (37%), Students with Disabilities (21%) and Economically Disadvantaged (37%).

James W. Sikes Elementary School serves 592 students, 69% of whom are identified as Economically Disadvantaged as of 2021-2022 Fall Enrollment. Polk County School District confirmed that this school qualified for school-wide free lunches in 2021-2022 under the Community Eligibility Provision.

While the Florida DOE School Report Card shows 379 students participated in the 2020-2021 English Language Arts Assessment (ELA) and 377 in the Mathematics Assessment, scoring charts for achievement show results for 331 total students for ELA and 329 for Mathematics. On the ELA assessment, 41% of participants attained an achievement score of 3 or higher, 34% of all students showed learning gains, and 36% of the lowest scoring 25% of students showed learning gains. On the Math assessment, 40% of all participants attained an achievement score of 3 or higher, 34% of all students showed learning gains, and 40% of the lowest scoring 25% of students showed learning gains.

ELA achievement scores of 3 or higher show a 20-point gap between white students (50% passed) and Black/African American students (30% passed) and a 15-point gap between white students and Hispanic students (35%). The gap between girls (41%) and boys (42%) was minimal.

On the Math assessment, there was a 20-point gap between white students (46% passed) and Black/African American students (26%). There was a 9-point gap between white students and Hispanic students (37%). 37% of girls achieved a Level 3 or higher score compared with 43% of boys.

5% of Students with Disabilities achieved a passing grade on the ELA assessment compared with 52% of students without disabilities. On the Math assessment, 12% of Students with Disabilities passed compared with 48% of students without disabilities.

2020-2021 achievement test results showed 32% of Economically Disadvantaged students achieved a passing grade on the ELA assessment compared with 53% for Non-Economically Disadvantaged. 33% of Economically Disadvantaged students achieved a passing grade on the Math assessment versus 49% of Non-Economically Disadvantaged students.

Of the 331 student ELA achievement test results, 41 showed learning gains, 15 of whom were Hispanic, 21 white, 23 female, 18 male, 11 English Language Learners and 2 Students with Disabilities. Eleven of those students with ELA gains were from the low 25% bracket. Of the 329 student Math achievement test results, 41 showed learning gains, 22 of whom were Hispanic, 16 white, 19 female, 22 male, 15 English Language Learners and 8 Students with Disabilities. Twelve of those students with Math gains were from the low 25% bracket.



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There are 100 English Language Learners (ELLs) identified at James W. Sikes Elementary. 14% of those students were identified as proficient for 2020-2021, and 62% showed progress in learning English. Of the 79 graded English Language Learners (ELLs) participating in the ELA assessment, 25% attained a passing grade of 3 or higher, and 31% of the 80 graded ELLs participating in the Math assessment achieved a passing grade. ELL passing rate was 21 points lower than non-ELLs on the ELA assessment and 12 points lower than non-ELLs on the Math assessment.

The following data compares the number of 2020-2021 chronic absentees and their percentage within their student subgroup.

Black/African American – 90 total students, 32 chronic absentees (36% of subgroup)

Hispanic – 270 total students, 108 chronic absentees (40%)

Multiracial – 18 total students, 7 chronic absentees (39%)

White – 341 total students, 97 chronic absentees (28%)

Students with Disabilities – 127 total students, 48 chronic absentees (38%)

English Language Learners – 100 total students, 35 chronic absentees (35%)

Totals – 732 total students, 244 chronic absentees (33%)

Of the 732 students enrolled at James W. Sikes Elementary in 2020-2021, 3 served one or more in-school suspensions, 26 served one out-of-school suspension, and 12 served more than one out-of-school suspension. Of those 41 disciplinary records, 24% involved African American students, 20% Hispanic, and 56% white; 41% involved Students with Disabilities, and 5% English Language Learners. There were two recorded threats of physical attack without a weapon.

Based on school-level data, the greatest struggles students face at James W. Sikes Elementary School are economic hardship, chronic absenteeism, disciplinary concerns, and low levels of achievement or learning gains, with all subgroups demonstrating need for support.

James W. Sikes Elementary School's 2021-2022 School-wide Improvement Plan identified contributing factors for academic needs as "high mobility last year with switching to online and back, high absenteeism with student and staff especially our 4th grade ESE Inclusion teacher due to quarantining, (and) students missing last quarter of 3rd grade."

Mulberry Middle School was identified as a school in need of support. The most recent overall Federal Index for this school is 41%. While federal indices for white students and multiracial students were 50% and 48% respectively, struggling subgroups include Black/African American students (36%), Hispanic students (38%), ELLs (33%), Students with Disabilities (26%) and Economically Disadvantaged students (35%).

Mulberry Middle School serves 1,143 students, 98% of whom are identified as Economically Disadvantaged as of 2021-2022 Fall Enrollment. Polk County School District confirmed that this school qualified for school-wide free lunches in 2021-2022 under the Community Eligibility Provision.



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While the Florida DOE School Report Card shows 1,129 students participated in the 2020-2021 English Language Arts Assessment (ELA) and 1,088 in the Mathematics Assessment, scoring charts for achievement show results for 958 total students for ELA and 944 total students for Mathematics. On the ELA assessment, 40% of participants attained an achievement score of 3 or higher, 41% of all students showed learning gains, and 37% of the lowest scoring 25% of students showed learning gains. On the Math assessment, 36% of all participants attained an achievement score of 3 or higher, 34% of all students showed learning gains, and 41% of the lowest scoring 25% of students showed learning gains.

ELA achievement scores of 3 or higher show a 28-point gap between multiracial students (59%) and Black/African American students (31%) and a 10-point gap between white students (46%) and Hispanic students (36%). The gap between girls (47%) and boys (34%) was 13 points.

On the Math assessment, there was a 25-point gap between white students (45% passed) and Black/African American students (20%). There was a 13-point gap between white students and Hispanic students (32%), and a 10-point gap between white students and multiracial students (35%). The gap between girls (33%) and boys (39%) was 6 points.

12% of Students with Disabilities achieved a passing grade on the ELA assessment compared with 46% of students without disabilities. On the Math assessment, 20% of Students with Disabilities passed compared with 39% of students without disabilities.

2020-2021 achievement test results showed 31% of Economically Disadvantaged students achieved a passing grade on the ELA assessment compared with 52% for Non-Economically Disadvantaged students. 28% of Economically Disadvantaged students achieved a passing grade on the Math assessment versus 47% of Non-Economically Disadvantaged students.

Of the 958 student ELA achievement test results, 376 showed learning gains, 169 of whom were Hispanic, 160 white, 30 Black/African American, 201 female, 175 male, 104 English Language Learners and 38 Students with Disabilities. Eighty-seven of those students were from the low 25% bracket, 38 of whom were Students with Disabilities. Of the 944 student Math achievement test results, 304 showed learning gains, 151 of whom were Hispanic, 123 white, 19 Black/African American, 141 female, 163 male, 50 Students with Disabilities, and 106 English Language Learners. Ninety-four of those students were from the low 25% bracket, 30 of whom were Students with Disabilities.

There were 120 English Language Learners (ELLs) identified at Mulberry Middle School. 12% of those students were identified as proficient for 2020-2021, and 23% showed progress in learning English. Of the 290 graded English Language Learners (ELLs) participating in the ELA assessment, 25% attained a passing grade of 3 or higher, and 23% of the 285 graded ELLs participating in the Math assessment achieved a passing grade. ELL passing rates were 22 points lower than Non-ELLs for ELA and 19 points lower for math.

54% of Mulberry Middle School students successfully participated in accelerated course work. The rate among Black/African American students was 5 points higher than the rate among white students.

The following data compares the number of 2020-2021 chronic absentees and their percentage within their student subgroup.

Black/African American – 110 total students, 27 chronic absentees (25%)



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Hispanic – 547 total students, 171 chronic absentees (31%)

Multiracial – 26 total students, 14 chronic absentees (54%)

White – 439 total students, 160 chronic absentees (36%)

Students with Disabilities – 194 total students, 85 chronic absentees (44%)

English Language Learners – 120 total students, 50 chronic absentees (42%)

Totals – 1,129 total students, 373 chronic absentees (33%)

Of the 1,129 students enrolled at Mulberry Middle School in 2020-2021, 87 served one or more in-school suspensions, 149 served one out-of-school suspension, and 90 served more than one out-of-school suspension. Of those 326 disciplinary records, 13% involved African American students, 48% Hispanic, 36% white, and 2% multiracial; 35% involved Students with Disabilities, and 13% involved current ELLs. No data was reported on the DOE portal regarding violence. There were 23 referrals to law enforcement, 2 involving Black/African American students, 9 white, 11 Hispanic and 1 multiracial. There were 6 recorded school-related arrests involving 3 Hispanic students, 2 white students and 1 multiracial student.

Based on school-level data, the greatest struggles students face at Mulberry Middle School are economic hardship, disciplinary concerns, and low levels of achievement or learning gains, with Black/African American students, Hispanic students, English Language Learners and Students with Disabilities demonstrating greatest needs of support. The 2021-2022 School-wide Improvement Plan reported 649 students with a substantial reading deficiency and cited a need for on-campus learning as a contributing factor.

The majority of Mulberry Middle School students progress to attending Mulberry Senior High School. 72% of Mulberry Senior High School students successfully participated in College and Career Acceleration in 2019-2020. 91% of students graduated on time in 2020-2021, and 27% of students who graduated in 2019-2020 enrolled in post-secondary education within one year after graduation. Graduation rates for 2020/2021 were highest among Black/African American students (100%) and Hispanic students (91%).

Graduation rates were lower for white students (88%), Students with Disabilities (87%) and Homeless students (77%).

Mulberry demographics show that 12% of adults over 25 years of age do not have a high school diploma. Current statistics for Mulberry show that 34% of Hispanic households, 36% of Black/African American households and 100% of multiracial households live in poverty compared with 4% of white households.

92% of targeted school teachers and administrators surveyed affirmed a need for cost-free afterschool and summer programs. Respondents identified students' greatest struggles as reading at grade level (96%), behaving in class (92%), understanding math concepts (76%) and getting along with others (52%). They reported students' greatest needs as reading help (88%), math help (84%), snacks and meals (84%), homework help (80%) and behavioral improvement (76%). 92% of respondents believe an academic afterschool program will help to improve students' reading and math skills, and 84% believe it would help to improve student behavior.

89% of parents surveyed responded that they could not afford to pay \$60 per week for afterschool care. 93% reported that they could not afford to pay \$110 per week for a summer program. Parents indicated that their children's greatest needs include snacks and meals (85%), homework help (80%), reading help (70%), math help (68%) and fitness programs (63%). Students responded that the activities they want most are field trips (76%), sports activities (71%), homework help (68%), art and painting (65%), and fitness and outdoor play (64%). They listed their greatest struggles as reading (53%), homework (47%) and math (45%).

While student performance confirms a strong need for additional academic and behavioral support, resources for economically disadvantaged families are scarce. Polk County's Campus KidCare does not provide after school care at the targeted school locations. A private, for-profit afterschool and summer program in Mulberry charges \$110 per week for after school care for Grades 1-5 and \$400 per week for its summer program. Other programs are available in Lakeland at rates of \$75 per week and higher, and several of those services focus on specialized extracurricular activities such as dance or martial arts. Stakeholder surveys overwhelmingly support the need for free after-school and summer programs that foster improvements in school attendance, behavior, and academic achievement in addition to providing free meals and snacks.

Section 7. Intentionally Designing Activities

OPERATIONAL PLANNING: Boys & Girls Clubs of Polk County plans to operate one 21st Century Community Learning Center site at the Wogan S. Badcock Jr. Boys & Girls Club serving an average daily attendance of 75 students per day in grades K - 8. The site will target 15 students from James W. Sikes Elementary, 45 students from Purcell Elementary and 15 students from Mulberry Middle School.

Students are supervised maintaining appropriate 1:10 ratio for academic activities and 1:20 ratios for enrichment activities. Only trained employees who have passed Level II background checks, National Sex Offender Data base check, drug test and an extensive hiring process are permitted to work with students. Employees are trained in program, youth development and organization policy/procedure. All employees are required to wear a uniform for easy identification. Employee positions are filled by individuals having appropriate qualifications and licenses for the hired position (i.e. CDL with passenger endorsement for a driver). Students are accompanied by staff throughout all program activities.

BGCPC has a strong commitment to safety and exercises strict safety standards within all areas of operation. The procedures followed are in compliance with National Boys & Girls Clubs standards, local regulations, industry "best practices" and self-imposed safeguards. The program continues to build momentum around safety with several initiatives designed to help Clubs create a safer environment for youth, including new programs, training, and updated tools and resources. BGCPC continues to look for ways to strengthen safety practices and training offerings for local Clubs and staff, and will introduce additional resources as they become available. Staff participate in monthly staff trainings that include a safety topic review to ensure safety is always at the forefront of our staff's mind and they are prepared to handle emergency situations. The program site has a detailed Safety Manual that details all the policies and procedures that need to be followed in an emergency situation. Safety Drills, such as, but not limited to fire drills, active shooter drills and severe weather drills are conducted on a monthly basis to ensure a good understanding of what should happen in case of an emergency. At the end of the program students must be checked out following necessary protocol to parents or an approved adult who are named in student applications and are verified using an approved state issued ID. Students remain supervised by a 21st CCLC staff person until formal dismissal is complete.



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Students from James W. Sikes Elementary and Mulberry Middle will require transportation from their school to the 21st CCLC program. Students who are transported to the site are picked up by an appropriately licensed driver in a BGCPCC owned vehicle. All drivers must undergo an additional driving history check to verify approval to operate a BGCPCC vehicle. Insurance and registration is maintained and is in compliance with the Florida Department of Transportation. A pre-trip inspection is conducted daily and identified repairs are made immediately by an appropriately qualified mechanic. If the vehicle is deemed unsafe a substitute vehicle is utilized until repairs are made. Students who are part of the after school bus route are on the bus an average of 10 minutes or less from the school campus to the 21st CCLC site. While on the school campus, school personnel supervise until the bus arrives for pick-up.

Travel has been considered in program schedules. Upon entering the bus, the staff takes attendance and shares the results with the front desk upon arrival at the club. From the bus students are dismissed in an orderly fashion to their designated program areas.

Students from Purcell Elementary will walk to the designated 21st CCLC program space since the program is hosted on the campus of Purcell Elementary.

BGCPCC plans to provide a minimum of 10 Adult Family Member Service (AFMS) events throughout the year. Each will last 45 – 60 minutes in duration and be offered at times that are convenient to the parents based on assessment feedback from parent stakeholders. BGCPCC chose topics based on feedback from stakeholders and members of the program team. There is concern from school representatives regarding internet safety as Polk County Public Schools is transitioning to a one-to-one device policy in the 2022-23 school year which led to a partnership with the Polk County Sheriff's Department to provide "Child and Parent Internet Safety" as an AFMS during the school year. Also brought up during the needs assessment were concerns regarding homework, literacy and mental health. BGCPCC has worked to connect with resources to provide information on those topics to parents during Adult Family Member Service events.

A sample AFMS schedule is provided as follows:

August – Orientation to 21st CCLC Program
September - Homework Tips for Parents
October – Helping Your Child Succeed in School
November - How to help your child learn to read
December – Child and Parent Internet Safety (provided by Polk County Sheriff's Department)
January – Mental Health Awareness and Resources
March – 10 things to ask your Child's Teacher
April – Helping Your Child Learn Mathematics
May – Financial Literacy
June - Summer Learning

ACTIVITY DESIGN/PROGRAM SCHEDULE: Intentional programming is focused on student needs and outcomes. Includes activities that address the needs and interests of the students and their families while simultaneously using student data from edudata.org and SIPS to identify specific learning gaps. BGCPCC will be implementing Project Learn, Triple Play, SMART Moves, Positive Action and STEM programming as part of the 21st CCLC program. All programs are evidence-based programs.

Through data and parent feedback, BGCPCC has recognized that our students come from a highly food insecure area. 86% of parents reported that meals were a high need for their student in an afterschool and summer program. BGCPCC will provide daily meals during the school program and breakfast, lunch and snack during 8-hour program days facilitated through the USDA Child and Adult Care Food Program (CACFP) and the USDA Summer Food Service Program (SFSP).

PROJECT LEARN / POWER HOUR



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ACADEMIC ENRICHMENT & WELL-ROUNDED EDUCATION ACTIVITIES

ACTIVITY DESCRIPTION: Project Learn was developed by Boys & Girls Clubs of America as a holistic strategy supporting youth-centered learning in clubs. Project Learn is intended to complement and reinforce the skills that youth are taught during the school day, which cultivating a love of learning through fun, engaging experiences. The program features four major components: homework help, high-yield learning activities, parent and adult involvement and collaboration with schools. Project Learn includes experiential learning, so that youth can learn actively through a hands-on approach. Through Project Learn, staff will provide homework help, and high-yield learning activities such as reading, writing activities, discussions with knowledgeable adults, math activities, tutoring and education based games. Project Learn will be facilitated by certified teachers. The facilitation of this academic activity will allow program teachers to adjust to the needs of students enrolled in the 21st CCLC program and complement the school day through the alignment to the Polk County Public Schools curriculum maps.

NEED ALIGNMENT: As noted in the needs assessment, teachers and parents have expressed that students need additional support for homework, reading and math. Project Learn would be able to meet that need. The Purcell Elementary School-wide Improvement Plan notes that contributing factors delaying student success include vocabulary and language acquisition skills. It is vital that academic programming have a high focus on vocabulary to engage the high number of students that show a substantial reading deficiency.

FREQUENCY: This activity is provided Monday - Thursday for 60 minutes per day during the school year and 120 minutes per day during the summer.

EVIDENCE:

Project Learn Evidence Base (meets Tier 2 of WWC Evidence): An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies.

Additional What Works Clearinghouse recommendations used in Project Learn:

Tier 1 (Strong Evidence):

- Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.
- Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
- Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
- Regularly include timed activities as one way to build students' fluency in mathematics.
- Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

Tier 2 (Moderate evidence):

- Provide opportunities for extended discussion of text meaning and interpretation.
- Increase student motivation and engagement in literacy learning.

Tier 3 (Promising evidence):



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- Provide explicit vocabulary instruction.
- Provide direct and explicit comprehension strategy instruction.
- Combine graphics with verbal descriptions
- Ask deep explanatory questions

Tier 4 (Demonstrates rationale):

- Align the OST program academically with the school day.
- Provide engaging learning experiences.
- Assess program performance and use the results to improve the quality of the program.

Evidence Citation: Schinke, Steven, et al. (2000) Enhancing the Educational Achievement of At-Risk Youth. Prevention Science, Volume 1, No. 1.

Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

STEM

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

ACTIVITY DESCRIPTION: STEM programming is comprised of fun, hands-on activities using easy-to procure materials allow students to explore the “science of every day.” STEM provides an innovative and creative cross-disciplinary approach that channels our students’ natural curiosity and empowers them to create new solutions to real-world challenges. STEM will be provided in project-based learning approach that develops critical thinking, problem-solving and other 21st century skills critical to success. STEM activities will be facilitated by a certified teacher. Program teachers will adjust the activities to meet the academic needs of students in the areas of English Language Arts, Mathematics and science.

NEEDS ALIGNMENT: 76% of teachers surveyed indicated students struggle with understanding math concepts. Over half of students surveyed indicated a desire to have science and math included in afterschool programming.

FREQUENCY: STEM programming would be done once weekly for 60 minutes during the afterschool program and 120 minutes in the summer program.

EVIDENCE:

What Works Clearinghouse recommendations used in STEM programming:

Tier 1 (Strong Evidence):

- Integrate oral and written English language instruction into content-area teaching.
- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Tier 2 (Moderate evidence):

- Provide opportunities for extended discussion of text meaning and interpretation.

Tier 3 (Promising evidence):

- Provide explicit vocabulary instruction.



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- Provide direct and explicit comprehension strategy instruction.
- Combine graphics with verbal descriptions
- Ask deep explanatory questions
- Create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science.
- Teach students that academic abilities are expandable and improvable.

Tier 4 (Demonstrates rationale):

- Align the OST program academically with the school day.
- Provide engaging learning experiences.
- Assess program performance and use the results to improve the quality of the program.

TRIPLE PLAY

HEALTHY & ACTIVE LIFESTYLES

ACTIVITY DESCRIPTION: Triple Play is nationally adopted curriculum provided through Boys & Girls Clubs of America. The comprehensive health and wellness initiative, strives to improve the overall health of students by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. Students will rotate through programming engaging in physical activity, healthy eating habits and positive relationship skills. Activities during Triple Play will also focus on team building and other 21st century core competencies such as communication and collaboration.

NEEDS ALIGNMENT: 71% of students and parents surveyed requested sports activities be included in afterschool programming, and 65% requested fitness and outdoor play.

FREQUENCY: Triple Play programming will be facilitated twice weekly for 45 minutes.

EVIDENCE: Triple Play Evidence Base (meets Tier 1 of WWC Evidence): An evaluation of Triple Play was conducted by Youth Development Strategies, Inc., using a randomized experimental approach with treatment and control groups. The evaluation documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than youth attending Clubs that were not implementing Triple Play.

Evidence Citation: Gambone, Michelle, et al. (2009) Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes. Youth Development Strategies, Inc.

POSITIVE ACTION

WELL-ROUNDED EDUCATION ACTIVITIES

ACTIVITY DESCRIPTION: Positive Action teaches the philosophy that you feel good about yourself when you do positive actions and there is always a positive way to do everything. It aims to promote good behavior while disrupting problem behaviors, improves academics, and develops resiliency skills while improving mental and physical health. Activities use a variety of strategies such as discussion, role-play, games, journals, manipulatives and activity sheets.

NEEDS ALIGNMENT: Behavior and mental health was identified by 69% of teachers as a high need area for our students.

FREQUENCY: Positive Action will be facilitated four days per week for 15 minutes.



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EVIDENCE: According to What Works Clearinghouse, Positive Action was found to have positive effects on student's behavior and academic achievement at a Tier 3 evidence level for both.

Tier 3:

- Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.
- Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.
- Modify the classroom learning environment to decrease problem behavior.

Flay, B., Acock, A., Vuchinich, S., & Beets, M. (2006). Progress report of the randomized trial of Positive Action in Hawaii: End of third year of intervention. Available from Positive Action, Inc. 264 4th Avenue South, Twin Falls, ID 83301.

SMART MOVES

DRUG AND VIOLENCE PREVENTION

ACTIVITY DESCRIPTION: SMART Moves is a skills mastery and resilience training curriculum developed by Boys & Girls Clubs of America. SMART Moves utilizes a health promotion approach focused on building youth's attitudes and skills that support healthy decision-making. The program focuses on building resiliency skills of self-regulation, impulse control and stress management as well as identifying emotions and developing healthy decision-making attitudes and skills. The program teaches essential skills that enable students to communicate effectively.

NEEDS ALIGNMENT: The 2020 Florida Youth Substance Abuse Survey reported that 45.2% of Polk County youth respondents indicated having used alcohol or any illicit drug. 8.2% reported carrying a handgun, up nearly 2% from the prior year. 8.3% reported attacking someone with intent to harm. 35% of middle schoolers reported a perceived availability of drugs, and 27% reported a perceived availability of handguns. 42% of middle schoolers reported peer and individual favorable attitudes toward ATOD use, and 26% reported early initiation of drug use. Drug and violence prevention among youth is also a high priority of Polk County Sheriff's Department.

FREQUENCY: SMART moves programming will be facilitated twice weekly for 45 minutes.

EVIDENCE:

SMART Leaders Evidence Base (meets Tier 2 WWC Evidence): An evaluation of SMART Leaders was conducted by Pennsylvania State University using a pre-test/post-test nonequivalent group design. The evaluation documented decreases in behaviors related to drugs, tobacco and alcohol, and increased knowledge of the health consequences of substance abuse.

Tier 1 (Strong Evidence):

- Teach students to use the writing process for a variety of reasons

Tier 3 (Promising Evidence):

- Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Evidence Citation: St. Pierre, Tena L., D. Lynne Kaltreider, Melvin M. Mark, and Kathryn J. Aikin. (1992) Drug Prevention in a Community Setting: A Longitudinal Study of the Relative Effectiveness of a 3-Year Primary Prevention Program in Boys & Girls Clubs Across the Nation. American Journal of Community Psychology, Vol. 20, Issue 6.



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SMART Leaders is an evidence-based program featured in the OJJDP Model Programs Guide.

ARTS

WELL-ROUNDED EDUCATION ACTIVITIES/CULTURAL PROGRAMS

ACTIVITY DESCRIPTION: A highly requested element of programming has been Arts education. BGPCPC recognizes the importance of art experiences and using art to drive education and social-skills. The program plans to allow all youth to access imagination and creativity to express themselves and build connection with others in their community. BGPCPC's 21st CCLC program will incorporate Arts programming that falls under four categories:

Visual Arts – Visual art created and judged for its beauty and meaning. It may include painting, sculpture, drawing, printmaking, collage, mixed media, graphics and architecture.

Digital Arts – Two- or three-dimensional visual media that uses computers and other technology as an essential part of the creative process. This may include graphic design, animation, photography, movie making, Claymation, game design, music composition and digital illustration.

Performing Arts – Arts that involve public performance, including playing instruments, acting, singing and dancing. This includes performance support roles, such as creating scenery, costumes, lighting and sound manipulation.

Applied Arts – Any art form that applies artistic design to functional objects. This includes industrial design, bookmaking, illustration, printmaking, jewelry making, wood working, ceramics, fashion design, culinary arts, creative writing and commercial art.

NEEDS ALIGNMENT: 65% of students showed interest in having arts education in an afterschool and summer setting. According to the National Center on Time & Learning, "Research evidence suggests that the skills, practices, pursuits, and habits of mind that students gain through sustained encounters and engagement with high-quality experiences in the arts can promote the kind of intellectual growth that we value throughout their school years and beyond. Moreover, creating and learning through the arts offer children and adolescents access to an invaluable endeavor: a means to connect emotionally with others." Arts education will be used as a facilitator to engage students in emotional regulation techniques and behavioral intervention as a means to express strong emotions in a positive, productive manner.

FREQUENCY: Arts programming will be facilitated weekly for 45 minutes.

EVIDENCE:

Tier 3 (Promising Evidence):

- Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Tier 4 (Demonstrates rationale):

- Provide engaging learning experiences.

Evidence Citation:

Montgomery, D., Rogouin, P., & Persaud, N. (2013). (rep.). *Something to Say: Success Principles for Afterschool Arts Programs from Urban Youth and Other Experts*. New York, NY: The Wallace Foundation.

Farbman, D., Wolf, D. P., & Sherlock, D. (2013). (rep.). *Advancing Arts Education through an Expanded School Day: Lessons from Five Schools*. Boston, MA: National Center on Time & Learning. Retrieved



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May 10, 2022, from <https://www.wallacefoundation.org/knowledgecenter/Documents/Advancing-Arts-Education-through-an-Expanded-School-Day.pdf>.

STUDENT RECRUITMENT AND RETENTION: BGPC has successfully recruited 21st CCLC participants for the past 11 years and local youth “who need us most” for over 80 years. Location, coupled with a positive community image built over time, are two factors that will ensure successful recruitment and retention of families. Experience tells us that active recruitment efforts must take place in the communities we aim to serve. With strong school relationships in place it is expected that the overwhelming majority of participants will come from public or private school referral. To ensure students who are most at-risk are served, referrals from public and private schools will be prioritized. This includes students qualifying for free or reduced lunch, low-income families, students at-risk of academic failure, students with a record of behavioral issues. Site coordinators will pass out fliers and talk to families at their neighborhood grocery stores and churches, and recruit through other local outreaches/non-profits already in the area and trusted by residents. Specific 21st CCLC retention efforts will include the establishment of strong personal relationships with students and their families and a comprehensive Positive Behavior Support System (PBS). A hallmark of BGPC- and the most effective retention tool that BGPC practices- is showing genuine caring to its participant families. A child who is bullied for a dirty or wrong size school uniform cannot focus on classroom instruction. If a child cannot see the smart board, they cannot learn the material. These are just two examples of the many situations in which BGPC would assist beyond the measurable program objectives, by facilitating vision correction and providing a more appropriate school uniform. Families will be presented a strong partnership approach from the beginning. This approach will lay the foundation for active participation in all aspects of the program. Once a participating student/family enrolls, daily attendance will be formally recorded and reported for each student. Program offerings will be diverse and engaging to encourage long term, regular weekly and year-round participation.

In addition to student recruitment and retention, BGPC will recruit families to attend family member events as well. Adult family member events will be held at a time that is most convenient for the majority of parents to attend in order to attract parent participation.

IDENTIFICATION AND SELECTION OF PARTNERS: A proven history of community support and a network of alumni places BGPC at the top of youth development organizations in the county, with diverse partners that uniquely meet the needs of target students and their families. Active partners are included within the partner table provided. They represent the business community, education stakeholders, other community-based organization and private donors. These partners have been a part of formulating the proposal and have committed to ongoing support.

All food needs will be met through the USDA Child Care Food Program during the school year and the USDA Summer Food Service Program during summer programming. BGPC is seasoned in the delivery of this program and will exceed 21st CCLC minimum requirements by providing full daily meals after school (most days it will be a hot meal) and will meet the non-school day requirements through this program as well. A letter of partnership is provided.

BGPC will continue to seek meaningful collaboration with target schools. A letter of partnership for each target school is provided. At the beginning of the program, BGPC will send notices to school day teachers to inform them of the student’s participation in the 21st CCLC program and provide them with contact information for Site Coordinator and Program Monitor. Program teachers and tutors effectively utilize student agendas, email and phone to keep in constant contact with classroom teachers. In addition to regular contact as needed, the program will reach out to teachers after every report card release to discuss any areas of improvement that students may have. BGPC works closely with the Polk County Public School system to obtain curriculum maps to guide academic activities and ensure activities are aligning with Florida Standards. BGPC uses a FERPA Compliant Request for Student Records to obtain data on testing, academics and behavior directly from the Polk County Public Schools.



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BGCPC will be partnering with Central Florida Health Care, Inc. to provide families with outreach services for health and dental care to support the needs of the students in 21st CCLC programs.

BGCPC will be partnering with the Polk County Sheriff's office to provide subject matter experts for Adult Family Member Services to align with the objectives of the program.

BGCPC will be partnering with Southeastern University to provide social work interns at the 21st CCLC program site to assist with mental health and behavioral needs. Interns will be provided in-kind.

BGCPC has identified additional partners for funding to assist with sustainability and ongoing support after the grant period ends such as Summit, Florida Natural Grower's Foundation, Silver Properties, Powerscreen of Florida and United Way of Central Florida.

In addition to providing funding for sustainability, United Way of Central Florida will also provide in-kind services to support adult family member services such as financial literacy programming.

As recognized during the needs assessment, mental health and behavioral needs are high for the target students. Southeastern University will be partnering with the 21st CCLC program to provide in-kind social work interns to assist with psychoeducational assistance, case management services and outreach to families.

Section 8. Recruiting and Retaining High Quality Staff

Recruiting and retaining high quality staff begins at the top of the Boys & Girls Clubs of Polk County organization with its volunteer Board of Directors. The Board sets policy and provides resources that optimize the delivery of high value learning opportunities that support the mission and vision of the BGCPC. Professional staff are led by the president/CEO who directs senior level staff including the Program Monitor, who will serve as the primary contact with 21st CCLC for administration and compliance of the program, and the director of operations who is responsible for supervising the various BGCPC sites.

Each unit is overseen by a full-time 21st CCLC site coordinator responsible for hiring, training and supervising staff who provide direct services to program participants. The site coordinator serves as the primary liaison with partnering schools and general oversight of the 21st CCLC staff. The Site Coordinator conduct fidelity-of-implementation walkthroughs, assessment reviews, program planning, and school collaboration. The Site Coordinator is also responsible for ensuring that staff have all of the materials, supplies, and equipment necessary to implement a high-quality program.

Direct service staff include teachers, tutors, driver, enrichment staff, membership clerk and a special needs coordinator.

A driver plays a critical role transporting students from partnering schools and reporting observations of behaviors and moods that might warrant special attention.

BGCPC teachers are certified in the content-areas of the activities offered at the Wogan S. Badcock Jr. 21st CCLC site. Teachers plan and coordinate the academic group activities central to the 21st CCLC where they can observe students and identify areas of concern for individual students. Tutors are assigned to students based on the tutors' proficiency with and enthusiasm for the subject matters that an individual student is struggling with and the challenges they are facing. Additionally, BGCPC teachers and tutors coordinate directly with the participating students' partner school's teacher to ensure that an individual students specific needs are being addressed. Teachers and tutors are also responsible for recording and reporting attendance and student progress as well as regularly interacting with participants' parents or family members as appropriate when family activities are scheduled.

Enrichment staff will provide enrichment activities and assist with academic programming under the direction of the teacher. Enrichment staff ensure curriculum is implemented in a timely manner and



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accurate program records are collected. They serve as a consistent positive mentor to club members. Enrichment instructors work with members daily to recognize and address needs in social and behavior skills.

Membership clerks will be responsible for maintaining daily attendance records, membership records and assisting with the collection of evaluation data. Membership clerks ensure all data collected is maintained in a confidential manner.

Special Needs Coordinators will be on staff to ensure that all youth are being served appropriately and equally in all program areas. The Special Needs Coordinator will assist with students' behavioral needs, accommodations during academic and enrichment activities and communication with day-school teachers. The Special Needs Coordinator will also assist with Adult Family Member Services to ensure parents have beneficial resources to meet the academic needs of their students.

BGCPC will also employ a Program Administrative Assistant who is responsible for budget data collection, monthly reconciliation and submission to DOE, payment of vendors and budget monitoring. This position has experience in management of non-profit bookkeeping and management of a multitude of grants being carried out simultaneously with complicated financial reported systems.

All staff hired will be required to have a Level II background screening through the Florida Background Screening Clearinghouse prior to starting. Upon hiring, staff will be trained on programming, policies and procedures.

The entire staff of the Wogan S. Badcock Jr. 21st CCLC site meet on a regular basis to share observations and insights on individual students. Together they recommend and coordinate any special mentoring, counseling, or coaching that an individual participant needs that is outside the scope of the teachers' and tutors' responsibilities. Additionally, observations of family member's involvement are discussed and strategies to improve that involvement are developed. Site Coordinators regularly report to the 21st CCLC Program Monitor to ensure that each unit is meeting the expectations and standards that will provide the optimal 21st CCLC experience.

All staff will receive ongoing professional development during the program year to ensure staff are equipped to manage the expectations of the 21st CCLC program. Professional Development topics include: Mandatory Reporters, Academic Support in Out of School time, Active Learning, CPR/First Aid, Ask-Listen-Encourage, De-escalating Concerning Behavior, Developmental Characteristics of Youth and Planning and Reflection of Programming. Additional trainings will be added based on ongoing program evaluations and assessment of needs.

Based on the high percentage of ELL students in the community, preference will be given to ensuring that at least one staff on site is bilingual and able to provide translation during family engagement activities.

Section 9. Implementing with Fidelity

The 21st CCLC Program Monitor has general oversight of the programs implemented at the 21st CCLC program operated by BGCPC. Organization-wide standards of days and hours of operation are in place and verified through personnel practices including time sheets, annual evaluations, and supervisors' reporting. Within the Wogan S. Badcock Jr. 21st CCLC site, the site coordinator and program monitor regularly meet with staff members to gather feedback, offer advice, and ensure the 21st CCLC programming is being delivered with utmost adherence to goals and objectives. The 21st CCLC program monitor will perform monthly process checks and site visits to ensure the program is being facilitated as proposed in the 21st CCLC application.



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Attendance and participation of students are recorded with daily check-in/out procedures. Attendance records are reviewed weekly to determine if any adjustments or recruitment activities are needed to quickly adapt to ensure the program is meeting the proposed attendance requirements.

Partner schools share students' academic and attendance records with BGCCPC to help evaluate program outcomes and drive any necessary adjustments or improvement in programming. 21st CCLC staff will review students' grades and school attendance along with program participation data collected by the program after each collection period. Students and family members are surveyed a minimum of three times throughout the program year to optimize participant's experience and inform BGCCPC staff of areas needing improvements.

All data will also be shared with the program team on a quarterly basis. The 21st CCLC program team will be included in quarterly site visits verify the 21st CCLC program is being implemented at a high level of quality and to make recommendations to adapt programming to better meet the needs of program participants.

Section 11. Plan for Sustainability

Over its 80 years in the community, BGCCPC has garnered strong support through local businesses; has created awareness of BGCCPC programs among stakeholders of influence; and has gained long-term support capable of sustaining programming. As required, BGCCPC has created a program team specific to the 21st CCLC program. This group of people, in addition to the Board of Directors, will be tasked with identifying potential ideas for sustaining the program. The BGCCPC Board of Directors is comprised of community leaders who have repeatedly taken on the responsibility of investing in and providing stability to the program, which has resulted in growth of a committed donor base. BGCCPC has recruited a diverse and powerful board consisting of 30 community leaders, 25 of whom are senior executive officers in private or public companies. The organization will seek sustainability through the addition of program partners who have the shared goal of maintaining the high quality of services provided in the first four years of the program. Program team members will help identify and reach out to potential program partners that could help sustainability. Reaching the goal will require diverse partnerships and diverse funding sources. Over the next four years, BGCCPC will implement a strategic plan that includes consolidated financial reporting, improved cash flow, digitized administrative processes, expanded social media reach, increase endowment, pay off any uncollateralized debt and implement fiscal best practices to control expenses. BGCCPC has launched a capital campaign with the intent of raising funds to renovate/expand multiple BGCCPC club locations. The organization has created a strong resource development plan coupled with current sustainability partners, such as United Way (funding), Summit (funding), the USDA Food Program (reimbursement/funding) and of course school partners, the organization is poised for long-term impact. Over the last three years, the stability and sustainability of BGCCPC has only improved and is trending more positively, given the cash on hand, accounts receivable, accumulation of talent and the ability to meet AP and Payroll demands through currently generated operating sources.

Cohort 20 (2022-23) RFP Scope of Work/Narrative Addendum

Agency Name: Boys & Girls Clubs of Polk County Project Number: _____
Program Name: Wogan S. Badcock Jr. Boys & Girls Club

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

This change includes: Additions Deletions Both

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

Section 1. Project Abstract/Summary

- Names and locations of the targeted school(s) are not indicated in the Project Abstract/Summary.

Boys & Girls Clubs of Polk County operates the Wogan S. Badcock Jr. Boys & Girls Club at 305 NE 1st Avenue, Mulberry, 33860. The Wogan S. Badcock Jr. Boys & Girls Clubs 21st Century Community Learning Center program will target students attending Purcell Elementary School (305 NE 1st Avenue Mulberry, 33860), Sikes Elementary School (2727 Shepherd Road, Lakeland), Mulberry Middle School (500 SE Dr. MLK Jr. Ave. Mulberry). 75 students (grades K-8) are provided programming during the school year from 3:30 p.m.- 6:00 p.m., M-F beginning Aug. 10, 2022 - May 31, 2023 for a total of 180 school days and 15 holidays. 75 total students are provided with programming during the summer from 8:30 a.m. - 4:30 p.m., M-F June 5, 2023 to ~~July 31, 2023~~ July 28, 2023 for 35 days. Activities include academic enrichment, literacy education, STEM, healthy/active lifestyles, well-rounded education activities, and drug/violence prevention in addition to adult family literacy and resources. The program will provide 10 Adult Family Member Services activities consisting of monthly programs with a minimum of 1 hour.

Section 4. Building Your Program Team

- The number of team members is not indicated.

To begin the application process, Boys & Girls Clubs of Polk County identified individuals that would develop a strong program team that would be valuable to the development of the application, engagement with stakeholders, design of program activities and strategies and planning for sustainability as the program ends. The Wogan S. Badcock Jr. 21st CCLC program team is comprised of the following eleven individuals in addition to the Program Monitor and Site Coordinator:

Andy Baldwin, Senior Director of Federal Programs for the Polk County Public Schools. Mr. Baldwin will act as a school board member to support the 21st CCLC program and assist with aligning to the goals and needs of the Polk County Public Schools. Mr. Baldwin will be able to provide input on curriculum alignment and facilitation of the collection of data from the district level.

John Lane, Director of Operations at Boys & Girls Clubs of Polk County. Mr. Lane will assist with continuous assessment of the needs to students once enrolled in the 21st CCLC program, ongoing design and implementation of activities, and evaluation of the program. Mr. Lane will assist with communication between community stakeholders and 21st CCLC staff.

Erika Cuffy, BSW Field Work Director at Southeastern University. Ms. Cuffy will serve as a representative of a postsecondary institution as well as an expert in mental health to assist with meeting the needs to students through mental health resources.

Tom Pilgreen, PhD Field Studies & Data Coordinator at Polk State College. Mr. Pilgreen will serve as a representative of a postsecondary institution as well as an expert in education studies to assist with meeting the academic needs of our students.

Gabrielle O'Toole, community member with the Central Florida Mediation Group. Ms. O'Toole is a dedicated member of the community with a strong interest in ensuring at-risk youth have beneficial resources to succeed.

Hunter Kaiser, community member. Mr. Kaiser has experience as a not-for-profit auditor in Polk County and is well versed in the requirements related to administering 21st CCLC grant funds. His input will ensure the program success and improve financial sustainability.

The following school administrators will serve on the program team:

-Lindsey Leskis, Assistant Principal - James W. Sikes Elementary

-Beth Nave, Principal - Purcell Elementary

-Cynthia Cangelose, Principal - Mulberry Middle

School administrators will ensure strong communication between schools day teachers and 21st CCLC staff to ensure a strong partnership with their respective schools. They will also assist in providing necessary data for program evaluation and assist with strategies for students to increase the likelihood of closing the achievement and opportunity gap.

The following parents and their students will serve on the program team:

-Amber Childs

-Rachel Santiago

Parents and their students are vital to the program team to ensure that 21st CCLC programming is engaging and effective for our primary stakeholders.

All members of the program team were highly involved in the application process from securing feedback from stakeholders to assisting with design of student and family activities. The program team discussed the 21st CCLC application through in-person meetings, phone conversations and emails. The program team will formally meet a minimum of 3 times throughout the program year to discuss program activities, ongoing evaluation and sustainability. The program team will engage in informal communication each quarter after the collection of academic data to assess data and inform new strategies to adjust the program to be effective prior to the next data collection period.

Section 8. Recruiting and Retaining High Quality Staff

- The staffing ratio and how the staff structure meets the ratios in the Site Profile Worksheet are not provided in this section.
- Content area certified Teachers – scheduled activity matching is not included.

Recruiting and retaining high quality staff begins at the top of the Boys & Girls Clubs of Polk County organization with its volunteer Board of Directors. The Board sets policy and provides resources that optimize the delivery of high value learning opportunities that support the mission and vision of the BGPC. Professional staff are led by the president/CEO who directs senior level staff including the Program Monitor, who will serve as the primary contact with 21st CCLC for administration and compliance of the program, and the director of operations who is responsible for supervising the various BGPC sites.

Each unit is overseen by a full-time 21st CCLC site coordinator responsible for hiring, training and supervising staff who provide direct services to program participants. The site coordinator serves as the primary liaison with partnering schools and general oversight of the 21st CCLC staff. The Site Coordinator conduct fidelity-of-implementation walkthroughs, assessment reviews, program planning, and school collaboration. The Site Coordinator is also responsible for ensuring that staff have all of the materials, supplies, and equipment necessary to implement a high-quality program.

Direct service staff include teachers, tutors, driver, enrichment staff, membership clerk and a special needs coordinator. Staff will maintain a 1:20 ratio when conducting enrichment activities and a 1:10 ratio when conducting academic activities.

A driver plays a critical role transporting students from partnering schools and reporting observations of behaviors and moods that might warrant special attention.

BGPC teachers are certified in the content-areas of the English Language Arts and Mathematics to align with the activities offered at the Wogan S. Badcock Jr. 21st CCLC site. Teachers plan and coordinate the academic group activities central to the 21st CCLC where they can observe students and identify areas of concern for individual students in the areas of English Language Arts and mathematics. Teachers will facilitate Project Learn and STEM activities with 21st CCLC students. Tutors are assigned to students based on the tutors' proficiency with and enthusiasm for the subject matters that an individual student is struggling with and the challenges they are facing. Additionally, BGPC teachers and tutors coordinate directly with the participating students' partner school's teacher to ensure that an individual students specific needs are being addressed. Teachers and tutors are also responsible for recording and reporting attendance and student progress as well as regularly interacting with participants' parents or family members as appropriate when family activities are scheduled.

Enrichment staff will provide enrichment activities and assist with academic programming under the direction of the teacher in order to ensure staff-to-student ratios are being maintained. Enrichment staff ensure curriculum is implemented in a timely manner and accurate program records are collected. They will facilitate Triple Play, Positive Action, SMART Moves and Art programming. They serve as a consistent positive mentor to club members. Enrichment instructors work with members daily to recognize and address needs in social and behavior skills.

Membership clerks will be responsible for maintaining daily attendance records, membership records and assisting with the collection of evaluation data. Membership clerks ensure all data collected is maintained in a confidential manner.

Special Needs Coordinators will be on staff to ensure that all youth are being served appropriately and equally in all program areas. The Special Needs Coordinator will assist with students' behavioral needs, accommodations during academic and enrichment activities and communication with day-school teachers. The Special Needs Coordinator will also assist with Adult Family Member Services to ensure parents have beneficial resources to meet the academic needs of their students. Special Needs Coordinators are trained and able to fill in as needed when enrichment staff are unavailable to maintain appropriate staff-to-student ratios.

BGCPC will also employ a Program Administrative Assistant who is responsible for budget data collection, monthly reconciliation and submission to DOE, payment of vendors and budget monitoring. This position has experience in management of non-profit bookkeeping and management of a multitude of grants being carried out simultaneously with complicated financial reported systems.

All staff hired will be required to have a Level II background screening through the Florida Background Screening Clearinghouse prior to starting. Upon hiring, staff will be trained on programming, policies and procedures.

The entire staff of the Wogan S. Badcock Jr. 21st CCLC site meet on a regular basis to share observations and insights on individual students. Together they recommend and coordinate any special mentoring, counseling, or coaching that an individual participant needs that is outside the scope of the teachers' and tutors' responsibilities. Additionally, observations of family member's involvement are discussed and strategies to improve that involvement are developed. Site Coordinators regularly report to the 21st CCLC Program Monitor to ensure that each unit is meeting the expectations and standards that will provide the optimal 21st CCLC experience.

All staff will receive ongoing professional development during the program year to ensure staff are equipped to manage the expectations of the 21st CCLC program. Professional Development topics include: Mandatory Reporters, Academic Support in Out of School time, Active Learning, CPR/First Aid, Ask-Listen-Encourage, De-escalating Concerning Behavior, Developmental Characteristics of Youth and Planning and Reflection of Programming. Additional trainings will be added based on ongoing program evaluations and assessment of needs.

Based on the high percentage of ELL students in the community, preference will be given to ensuring that at least one staff on site is bilingual and able to provide translation during family engagement activities.

Section 10. Plan for Sustainability

- Financial consequences for contractors who do not deliver services as prescribed is not provided.

Payment for contractors is based upon the delivery of services as prescribed in the contract agreement. BGC Polk reserves the right to withhold payment for failure to fulfill agreed upon services. If a contractor fails to provide services, they will not be contracted with in the future.

Please Include a four year strategic plan for sustainability; Identify activities for each year and Include progress indicators in the sustainability plan?

Over its 80 years in the community, BGCPC has garnered strong support through local businesses; has created awareness of BGCPC programs among stakeholders of influence; and has gained long-term support capable of sustaining programming. As required, BGCPC has created a program team specific to the 21st CCLC program. This group of people, in addition to the Board of Directors, will be tasked with identifying potential ideas for sustaining the program. The BGCPC Board of Directors is comprised of community leaders who have repeatedly taken on the responsibility of investing in and providing stability to the program, which has resulted in growth of a committed donor base. BGCPC has recruited a diverse and powerful board consisting of 30 community leaders, 25 of whom are senior executive officers in private or public companies. The organization will seek sustainability through the addition of program partners who have the shared goal of maintaining the high quality of services provided in the first four years of the program. Program team members will help identify and reach out to potential program partners that could help sustainability. Reaching the goal will require diverse partnerships and diverse funding sources. Over the next four years, BGCPC will implement a strategic plan that includes consolidated financial reporting, improved cash flow, digitized administrative processes, expanded social media reach, increase endowment, pay off any uncollateralized debt and implement fiscal best practices to control expenses. BGCPC has launched a capital campaign with the intent of raising funds to renovate/expand multiple BGCPC club

locations. The organization has created a strong resource development plan coupled with current sustainability partners, such as United Way (funding), Summit (funding), the USDA Food Program (reimbursement/funding) and of course school partners, the organization is poised for long-term impact. Over the last three years, the stability and sustainability of BGPC has only improved and is trending more positively, given the cash on hand, accounts receivable, accumulation of talent and the ability to meet AP and Payroll demands through currently generated operating sources.