



## 21<sup>st</sup> Century Community Learning Centers



### 2022-2023 Scope of Work

**Agency Name: Boys & Girls Clubs of Tampa Bay**

**Project Number: 92B-2443B-3PC001**

**Program Name:**

#### Section 1: Project Abstract/Summary

##### Section 3.1: Project Abstract or Summary

Boys & Girls Clubs of Tampa Bay operates the Sam & Laurice Hachem Foundation club at 6039 Hanley Road, Tampa, FL. This club is adjacent to the elementary school, Town n Country. 100 students will be provided programming during the school year and summer. School year will begin at 2:30pm – 6:00pm Tuesday – Friday, and 1:30pm – 6:00pm Monday. The summer program will run from June 5, 2023 through July 28, 2023, from 7:30am – 6:00pm Monday through Friday. Program activities include: Program activities will include homework assistance, literacy, math, science, and character programs.

Boys & Girls Clubs of Tampa Bay operates the Webb Middle school before and after school program at 6035 Hanely Road, Tampa, FL. 60 students will be provided programming during the school year and summer. School year will begin at 7:30am – 9:00am Monday – Friday, and 4:30pm – 6:00pm Tuesday –Friday. The program will run 3:30pm – 6:00 pm Monday to accommodate early release. The summer program will run from June 5, 2023 through July 14, 2023, from 7:30am – 5:00 pm Monday through Thursday. Program activities will include homework assistance, literacy, math, science, and character programs.

#### Section 2: Site Level Funding

See FRG in attachments.

#### Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	6-9	2015 through 2022
Federal Funding	10+	2000 through 2022
Other Types	10+	Children's Board of Hillsborough County, City of Tampa, Hillsborough County



### SECTION 3B APPLICANT CAPACITY

Boys & Girls Clubs of Tampa Bay (BGCTB) has proven the ability to positively impact youth development and student achievement for over 96 years of service across Hillsborough and Pasco Counties. Dedicated to the goal of shifting the outcomes associated with underserved youth ages 5-18, BGCTB, through effective measures of research to identify communities most in need, has 22 club and/or school sites serving over 11,000 students (direct club member, impact youth receiving Integrated Student Support via school day, and middle school youth who have access before, during and after school) for 2021. Using outcome-driven programs, project-based learning and evidence-based curricula to promote academic success, healthy lifestyles, strong character and civil responsibility, BGCTB has a solid track record, supported by the school district, in increasing graduation rates, assuring grade-to-grade promotions, improving proficiencies, and increasing daily school attendance. Youth served by BGCTB are among the most at-risk in the Tampa Bay Community: 60% come from a single-parent home, 81% qualify for free or reduced school lunch and 78% live at or below the poverty level. Of the 5,153 regular attending club members, 98% were not involved in the justice system, 92% showed increases in engagement (attendance) at school, 94% showed increases in homework completion and over \$40,000 was awarded in college scholarships to club members in 2021. BGCTB has an annual operating budget of over \$8 million, 77% of which funds programs.

Providing a dynamic array of programming to reach every type of learner, BGCTB has successfully operated as a 21st CCLC sub-recipient since 2010, receiving a spotlight visit from FLDOE to highlight the program for best practices in late April, 2015. BGCTB, with over 30% of total revenue received from grant sources, has had multiple site visits and financial audits from an array of grant funders. As of 2021, no corrective actions have been assigned, including a site visit from 21st CCLC evaluators in 2019. In February of 2019 BGCTB was notified of an audit of one of the 21st CCLC grants, the in-person audit occurred March 27-28, 2019 for the 2018 fiscal year of one grant. The organization operations manual was deemed to be not in compliance; an updated manual was issued and provided to the auditing team on October 4, 2019. The final monitoring results were received on 5/07/2020 with additional areas to address, all have been changed since 2018 (processes such as pre-approval before field trips), nothing material. In addition, the Department of Juvenile Justice and the Children's Board of Hillsborough County required an audit in 2019, both funders had no findings.

These funders include but are not limited to: Department of Juvenile Justice since 2000 providing Skills, Mastery, and Resilience Training, Children's Board of Hillsborough County since 2000, offering after school academic enrichment at 4 middle schools, Office of Juvenile Protection, since 2000, offering mentoring programs, Community



Development Block Grant Pasco County and Plant City, since 2010 and 2021 respectively, providing reading enrichment academic support, City of Tampa, since 2005, Hillsborough County, pre-2000, both centered around career development for teens during the summer, Department of Education, since 2010, current and former 21st CCLC grants, The State of Florida, pre 2000, providing Prodigy funding as art enhancement to address juvenile delinquency, and Hillsborough County Sheriff Department, since 2005, which provides free space at 7 clubs. Contracts (managing and reporting) are overseen by the Grants Team which consists of: Chief Financial Officer, Controller, Vice President of Youth Development, Manager of Contracts and Grants, and Manager of 21st CCLC Contracts and Grants, a team that meets once per month to review all outstanding grant reporting, writing, and research topics.

**MEETING REPORTING DEADLINES:** The Grants team, meeting once per month, reviews reporting needs for that month and plans for the next month as many reports are a combination between the Fiscal and Program departments. A Grants Calendar is used and accessible to this team to track and coordinate upcoming reporting deadlines.

**FISCAL ACCOUNTABILITY:** BGCTB complies with an annual audit and has had no negative reports from the external auditors. All grant and restricted funds are assigned their own GL code and tracked to expenses that are allowable by the budget and funder. This process is overseen by the Controller and Accounts Payable Department, in collaboration with the VP of Youth Development.

**ANALYZING PROGRAM EVALUATION DATA:** The 21st CCLC programs are independently evaluated multiple times through the school year by the 21st CCLC Program Manager. We adjust activities that fail to engage the youth, or deploy more resources where recommended. Also, monthly “huddle” meetings are held for all Site Coordinators overseeing any school or club site that provides 21st CCLC programs. In this way, information is shared among all the cohorts and leaders (there are five sites currently). In addition, we report on specific outcomes to our local Children’s Services Council (The Children’s Board of Hillsborough County) and are measured against performance. Included are pre and post testing to evaluate the skill and competencies of the program and staff that are administering the curricula and make changes where appropriate. For example, last year we moved one critical test criteria for the middle school students to earlier in the year. It was focused on self-esteem, but we were testing during a dense testing period that the school system already had in place. Youth scored very low as compared to the pre-test in the beginning of the year. After consulting with the Children’s Board evaluation team we made the decision to move the post testing by a few weeks to avoid test burn-out. In addition, we sent all the instructors to a two-day Mental Health First Aid class and a Social and Emotional Learning class to help provide more informed interaction with the students.



### Section 4: Building Your Program Team

PROGRAM TEAM: The program team will consist of:

GREAT WE GROW COLLABORATION. This group, founded in 2019, began as a working group of school Principals, Boys & Girls Club staff, public and private VPK providers and community stakeholders. The founding member and President of the Conn Memorial Foundation leads this initiative. This group meets monthly to discuss youth development challenges, how to prepare young children for school, keeping youth in the public school pipeline, and collaborating with out of school providers (we are the only OST provider on this committee). As a monthly resource, they will agree to regular surveys and spend time at each meeting discussing a programmatic concern or solution. This program design was developed with many of these individuals' input, which included two Principals, a 40 year school administrator (retired), University of South Florida research interns, and others listed on the support letter. Representing school district staff, community members and administrator at the target school.

HILLSBOROUGH COUNTY COMMUNITY COLLEGE. The Educator Preparation Institute within the HCC college has agreed to partner with this grant. They provide a higher educator perspective, with an Ed.D. to review quality and offer suggestions for evaluation at no charge. They will participate with onsite evaluation, survey completion, phone calls and attend at least 3 times per year a formal meeting of the program team either in person or virtually. Representing postsecondary institution.

SITE COORDINATOR AT HACHEM TOWN N COUNTRY CLUB. Joey Bailey, a 10 year veteran of the Boys & Girls Clubs of Tampa Bay is the Site Coordinator at the club site and agrees to serve as the lead in the program team. He is a resident of the Town n Country community and attended Webb middle school as a teen. He brings the management of the program team, setting up meetings, attending the Grow Up Great collaboration meetings, gathering data, and sharing program development goals. Representing community member.

HILLSBOROUGH COUNTY SCHOOL DISTRICT. The Hillsborough County school district is serving on the program team, evidenced by the support letter provided. The school district's policy will not allow Principals to enter into any formal partnership agreement or anything that resembles an MOU(A). After discussing the need for documentation to evidence the proof of collaboration, the Superintendent offered one letter to serve three purposes. It is the agreement from the school district for this grant and purpose. It also ties both Principals in the program team. All three signatures are on the letter: the Superintendent, and the Principals at Town n County elementary and Webb middle. Representing School district and Administrator at target schools.



PARENT AND STUDENT. Both a youth at Town n Country elementary and a parent at Town n Country elementary agreed to serve on the program team. The Site Coordinator has surveyed them along with other parents and youth. However, both these individuals agreed to participate on a regular basis, either via phone call, additional survey, or virtual or in-person meetings. They will provide the youth and parent experience perspective as the program develops. Representing team member who is a parent or student from target school.

The Program Team meets once per month, on the third Thursday of each month except for December and July. The meetings occur in person with an option for virtual, and transfer between Town n Country elementary and Morgan Woods elementary. At least one principal or designee is at each meeting. Additional meetings will be held ad hoc either in person or virtually when more programming discussion is needed beyond the monthly meeting.

### Section 5: Engaging Stakeholders

#### Section 3.5: Engaging Stakeholders

During the 2021-2022 school year, Boys & Girls Clubs of Tampa Bay provided Out of School programming serving both schools. This was provided to Town n Country elementary via the Hachem BGC Club, co-located on Park and Rec space next to the school. The students paid a nominal fee per month (\$60) to help offset the cost. The rest was covered by operation dollars via fundraising. This grant will not supplant any other funds. The fundraising since 2020 has been significantly impacted with high value events not taking place or replaced via a virtual platform that ultimately became unsatisfactory in any kind of return on value. In the short term, the cost of this club's operating must be found in different ways. Ultimately, new sources of revenue and a normality to traditional events will assist the operational dollars overall. However, we estimate that this will take up to three to four years to overcome the shortfall. This school has no other out of school option. There is no after school program operating at the school site itself.

Webb middle school was provided on site. Underwritten already by 21st CCLC funds, this grant sunsets July 30, 2022, yet is active and has a committed Principal and administrative staff that values the before and after option for the youth. This grant will not supplant other dollars funding this program.

Having already established a strong relationship with both Principals, their input helped us spend time shaping programs that aligned with the administrative and teacher desires. Our staff spent time with the Principals, Vice Principal and the teachers, sat in on parent meetings and talked to the youth. We reached out to both Principals about applying for this grant after discussing the changes to programming it would involve,



specifically at Town n Country. Both Principals communicated via email and phone and gave their full support. The School District of Hillsborough County does not allow Principals to write support letters, they must all come from the District. The District letter is included in the attachments, with both Principals signature of agreement, along with the Superintendent. In addition to prior knowledge of the youth, parents and administrative staff, we formally surveyed both administrators, teachers, parents and youth. The survey went out via a QR code, and if unable to access the internet we gave out a hard copy. We offered the survey in English and Spanish for parents and youth.

The VP of Youth Development and Site Coordinators also attended the monthly Great We Grow community meeting and have been an active partner since inception in 2019. We used this local group of school administrators, private VPK businesses, social service agencies and local governmental representatives who work and live in the Town n Country area to fill out a survey. We discussed this program model, specifically, at the April 21, 2022, meeting and asked if future program discussions could occur in conjunction with the monthly Great We Grow meeting as a touch point. This would be in addition to other ad-hoc meetings with the parents, students and program members who are not a member of Great We Grow and which would occur at least three times per year. Once to plan for the fall school opening, once to plan for spring, and once to plan for summer. We will continue to utilize the survey format in Google Drives, with a QR code, in English and Spanish. This is a convenient way to gather large data sets and sort quickly. Topics that will be discussed is program quality and engagement, continuation of special focus areas such as literacy, STEM or homework assistance.

The survey results under the Section 6, Assessing Need are derived from the following data sets:

Town n Country elementary: Out of 364 students, we received 41 responses (11% response rate) in both English and Spanish, from students and parents. At Webb middle there are 779 students, with 113 responses from students and parents (14% response rate). Over 90% of those surveyed stated they would use both summer and after school programs if continued to be offered. Over 99% of the respondents indicated that they would not be able to afford a traditional afterschool program (which typically runs about \$58-\$60 per week in Hillsborough County through the school district and other private programs). Over 90% indicate there are no other afterschool and summer programs easily found in the community.

The faculty and staff at Town n Country elementary and Webb middle were also surveyed, using the same method of offering a QR code which took the respondent to a google form to fill out, or was provided a hard copy if needed. Town n Country elementary has 49 faculty and staff, 38 completed the survey (77%). Webb middle has 75 faculty and staff, 47 completed the survey (62%).



### Section 6: Assessing Program Needs

#### Section 3.6: Assessing Program Needs

According to the 'Know Your School' web portal the following are the ELA and Mathematics assessments of both schools:

**TOWN N COUNTRY ELEMENTARY:** This school scored a 47.1% in the 2020-2021 ELA achievement category. They did not participate in the 2019-2020 testing. However, as compared to their score for the 2018-2019 rate is decreased by almost 15% (that score was 61.6%). A total of 98% of students were tested. Mathematics assessment for 2020-2021 scored 32%, as compared to the 2018-2019 score of 64.9%. A significant decrease especially as compared to overall county score of 42.9%. The lowest 25% scored just 16.7%. This school scored well above the county and state average in 2018-2019, and lost a significant amount of progress in the interim. Economically Disadvantaged subgroup did slightly worse in ELA, reporting 46.9% and Mathematics at 29.2%, with the low 25% 16.7%. The only other subgroup with enough data to report was Students with Disabilities who scored on ELA 40% and in mathematics 26.3%. Not enough data on this subgroup to include the low 25% learning gains statistics.

**Discipline and Attendance:** The Town n Country elementary school comprises of 11% Black/African American, 80.6% Hispanic and 6.1% white. During the 2020-2021 school year however 100% of the more than one out-of-school suspension were represented by Hispanic. There is no data for elementary acceleration.

**WEBB MIDDLE:** The ELA assessment is broken out into levels. For the 2020-2021 school year: Level 1: 35.5% Level 2: 27.2% Level 3: 20.6% Level 4: 11.4% Level 5: 5.2%

For the comparison 2018-2019 school year (they did not participate in the 2019-2020 assessment): Level 1: 25.1% Level 2: 25% Level 3: 26.5% Level 4: 16.3% Level 5: 7.1%

It is clear that the ELA assessment is indicating that the students are doing worse for the 2020-2021 school year as higher percentages of the lower-level indicators were measured, and lower percentages in the higher-levels were indicated. The subgroup of Economically Disadvantaged did slightly worse than the school overall. Level 1: 36.3% Level 2: 28.1% Level 3: 20.3% Level 4: 10.5% Level 5: 4.9% The subgroup Black/African American did even worse: Level 1: 47.8% Level 2: 19.4% Level 3: 20.9% Level 4: 11.9% there was no data in level 5.

The Mathematics score by level for the school for 2020-2021:

Level 1: 36.2% Level 2: 29.3% Level 3: 22.5% Level 4: 9.3% Level 5: 2.6%

For the comparison 2018-2019 school year (they did not participate in 2019-2020 assessment):



Level 1: 18.8% Level 2: 22.6% Level 3: 32.4% Level 4: 18.8% Level 5: 7.4%

Again, it is clear that the Mathematics assessment indicates that the students performed better in 2018-2019 than the 2020-2021 assessment as higher percentages of the lower-level indicators were measured during this time, and lower percentages in the higher-levels were indicated. The subgroup Economically Disadvantaged performed worse overall as compared to the school for 2020-2021. Level 1: 37.1% Level 2: 30.3% Level 3: 21.9% Level 4: 8.7% Level 5: 2%. The subgroup Black/African American performed worse still: Level 1: 45.2% Level 2: 37.1% Level 3: 11.3% Level 4: 6.5% there was no data for level 5. The subgroup of Hispanic did slightly better than the Black/African American group, but still lagged the total school score: Level 1: 36.7% Level 2: 28.6% Level 3: 22% Level 4: 10% Level 5: 2.8%. The subgroup of Students With Disabilities performed the worse of all subgroups. Level 1: 64.9% Level 2: 24.7% Level 3: 9.3% Level 4: 1% there is no data for level 5.

Disciplinary Actions by Race/Ethnicity for 2020-2021 for this school is first broken out by the following: The total school represents 11% Black/African American, 74.5% Hispanic and 10.3% White. However, as a total percentage of students the Black/African American student body accounted for 33.3% of more than one out-of-school suspension. Students with Disabilities only account for 14.4% of the school population, but 50% of the more than one out-of-school suspensions were attributable to this group. Acceleration: In 2018-2020 the school promoted 71% of the students to the next grade, but in 2020-2021 that percentage dropped to 65% as compared to overall county statistics of 74% and state statistics of 67%. Except for Black/African American, the subgroups showed similar percentages. The Black/African American subgroup promoted 54% to the next grade.

Survey reports from the parents, students, school administration and community representatives broke down by school:

TOWN N COUNTRY ELEMENTARY: The question posed to school administration and teachers was "Where do you believe your students have the greatest struggles during the school day?" Answered in order of importance: Reading at Grade Level, Turning in Homework on Time, Accurately Completing Homework and Behaving in Class followed closely by Understanding math concepts. Answering the follow up question of "What do you think your students NEED in an afterschool/summer program?" The following was replied to in order of importance: Reading Help, Math Help, Character Education, Homework Help, Behavioral Improvement Interventions, Homework Help.

Parents and students surveyed at this school answered the question "What does your child(ren) NEED in an afterschool/summer program?" The following was replied to in order of importance: Homework help, Snack/meals, Math help, Fitness program, Art/music program and STEM activities.



Community members responded to the same question slightly differently. The question “What do you think students NEED in an afterschool/summer programs?”. The following was replied to in order of importance: Homework help, Fitness programs, Character Education, Math help and reading help followed by snacks/meals.

All were asked what they thought were the reasons behind the need, and all stated similar concerns. Lockdown from COVID 19 during the late 2020 school year and into 2020-2021 left many youth at home, without supervised educational assistance. Youth who were not connecting to norms and standards of good conduct in classroom settings were struggling to re-learn or learn for the first time how to behave in school. An overwhelming 80% of parents stated afterschool and summer programs were not “easily found” in their community. A review of options for summer reveal that the majority of the elementary schools have been closed during the summer for renovations since 2019, removing the space that would have been used for summer programs. Limited space in Park and Recreation sites also create waiting lists and desperation for resources during the summer. The community has few after school programs outside of what is offered directly at the school, or by our center.

WEBB MIDDLE: The question posed to school administration and teachers was “Where do you believe your students have the greatest struggles during the school day?” Answered in order of importance: Reading at Grade Level, Turning in Homework on Time, Accurately Completing Homework and Behaving in Class. This followed a similar pattern at the elementary school. Answering the follow up question of

“What do you think your students NEED in an afterschool/summer program?” The following was replied to in order of importance: Reading Help, Math Help, Character Education, Homework Help, Behavioral Improvement Interventions, Homework Help. This also followed the same indicators from the elementary school staff.

Parents and students surveyed at this school answered the question “What does your child(ren) NEED in an afterschool/summer program?” The following was replied to in order of importance: Homework help, Snack/meals, Math help, Fitness program, Art/music program and STEM activities.

Community members responded to the same question slightly differently. The question “What do you think students NEED in an afterschool/summer programs?”. The following was replied to in order of importance: Homework help, Fitness programs, Character Education, Math help and reading help followed by snacks/meals.

The reasons indicated for this need reflected the same concerns from the elementary responses. There were no additional insights to add.

SUMMARY: The state testing standards indicate that both schools are performing poorly against the county and state results in ELA and Mathematics, and Discipline and



Acceleration. Broken down into sub-groups, those groups are doing worse than their counterparts at the same school. This shows a high need of additional assistance in both reading and literacy and math supplemental help. When overlayed with the parents, students, teachers, administrators and community responses, they trend together to address homework help and reading, but prioritize character and fitness before math assistance. This may be due to one set of data is based on one test, the other responses are born from a day-to-day reality. Taking all of the responses into consideration our proposal will focus on Homework assistance, reading, math, personal enrichment, fitness, and character development.

### Section 7: Intentionally Designing Activities

#### Section 3.7a Intentionally Designing Activities

Using the collected needs data and evaluation of current activities offered at both Webb middle and Town n Country elementary (via the Hachem club), the following activities will be offered, listed by site. TOWN N COUNTRY ELEMENTARY (AT HACHEM BOYS & GIRLS CLUB)

#### PROJECT LEARN | POWER HOUR (Elementary)

**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 what youth learn during the school day, while creating experiences that invite them to fall in love with learning. Rooted in youth-development practices, this activity enables all youth to effective, engaged, adaptive learners who are on track to succeed in school. Project Learn includes experiential Learning, so that youth learn actively, through a “hands-on and mind-on” approach. The program is based on Dr. Reginald Clark’s research showing that students do much better in school when they spend their non-school hours engaged in fun, but academically beneficial activities. Through Project Learn, staff provide opportunities for ‘high-yield learning activities,’ which include leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help and tutoring, and games like Scrabble that develop young people’s cognitive skills. Printed program materials include a resource guide for program coordinators, homework helpers and tutors and a poster-sized Power Points chart for tracking and rewarding participants’ progress.

**NEED ALIGNMENT:** As noted in the needs assessment, students targeted for this 21CCLC program have extensive needs in reading, writing, and mathematics. Teachers and parents both noted that students would benefit from added support for homework such as that provided through Project Learn. **FREQUENCY:** This activity is provided 5 times per week from 30 – 45 minutes during the school year, and 4 times per week for 60 minutes during the summer.



**EVIDENCE:** Project Learn | Power Hour is intentionally designed by the Boys & Girls Clubs of America to incorporate several recommended strategies from the What Works Clearinghouse, as well as strategies supported by external evidence-based research. Project Learn was rigorously evaluated in the late '90s and the study found positive outcomes; the study was published in a peer-reviewed journal; and the program is listed on the National Institute of Justice's programs and practices registry with a promising rating. Extensively field-tested and formally evaluated by Columbia University with funding from Carnegie Corporation of New York, Project Learn has been proven to boost the academic performance of Club members. 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.

- \*Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas

- \*Teach students to use the writing process for a variety of purposes.

- \*Assist students in monitoring and reflecting on the problem-solving process.

IXL (This is the curricula name, not an acronym) (K-12)

**ACTIVITY DESCRIPTION:** Online differentiated learning comprehensive curriculum tailoring the same grade-appropriate content to each student's individual learning level. Content is aligned with Florida Standards Assessment requirements. IXL is an internet-based Personalized learning program with modules appropriate for K-12 grade students. The focus is on Math, language arts, science, social studies. We have used this curriculum in other 21st CCLC sites with great success. The students enjoy the programs, which incorporate disguised learning. All content is aligned to Florida State Standards and provides an engaging format for students to learn math, science and other subjects. IXL's Real-Time diagnostic pinpoints students' grade-level proficiency in key math and English language arts strands in just 45 minutes per subject. Program staff create custom assessment windows to measure students' knowledge levels, better informing high-level decision-making. This diagnostic inspires students to take an active role in their learning with engaging questions and positive reinforcement that keeps students motivated.



**NEED ALIGNMENT:** As noted in the needs assessment, students targeted for this 21CCLC program have extensive needs in reading, writing, and mathematics. Teachers and parents both noted that students would benefit from added support for homework such as that provided through IXL.

**FREQUENCY:** IXL will be offered 3 times per week from 30-45 minute sessions.

**EVIDENCE:** The benefits technology can offer to a classroom are many. A computer-based classroom is a diverse classroom, one that has the ability to differentiate instruction to each student based on his or her needs (Stanford, Crowe & Filce, 2010). Students in classrooms that feature computer-based instruction report enjoying their classes more and develop more positive attitudes towards their lessons (Sivin-Kachala, 1998). Research has shown a positive relationship between students' academic achievement in mathematics and regular higher order usage of computers in development and assignments

(Wenglinsky, 1998). The benefits offered by technology in the classroom have been proven to result in more successful students (Schnellert & Keengwe, 2012). What Works Clearinghouse supports similar curriculum under Tier 2.

**Tier 2:**

- \*The online program includes a mathematics curriculum and formative assessment designed to support differentiated and data-driven instruction.
- \*The program generates an individualized sequence of mathematics topics and skills – a “learning path”.
- \*Program is used as a prescriptive tool, where students start by taking a diagnostic assessment aligned with local or state standards.
- \*Instructors can modify learning paths to match their lesson plans.

**MYON READER**

**ACTIVITY DESCRIPTION:** myOn Reader is an online tool used by Hillsborough County School district to assist reading competencies. Funded by the school district, each public school student has access to this program. myON is a student-centered, personalized digital library that gives students access to more than 7,000 enhanced digital books in the core collection. Titles are dynamically matched to each individual student's interests, grade and reading level. Combined with a suite of close reading tools and embedded supports, myON fosters student engagement and achievement. Simply increasing students' access to reading materials can increase reading engagement and, in turn, reading growth. With myON, students get access to thousands of digital books—and so much more. From robust scaffolds that help students build reading and writing skills to customizable assignments and reports to help teachers nurture and monitor



their progress, myON helps you supercharge reading growth for every learner. NEED

ALIGNMENT: As noted in the needs assessment, students targeted for this 21CCLC program have extensive needs in reading, writing, and mathematics.

FREQUENCY: Students will use myOn Reader 3 times per week for 45 minutes.

EVIDENCE: Engaged readers spend 500% more time reading than disengaged readers. To be engaged readers, students need to spend time reading both at school and outside of the school day (Guthrie, John T. (2004). Students who read 15 minutes or more per day achieve accelerated reading gains, while students who read less than 15 minutes per day may be at risk of falling behind their peers (Renaissance Learning. (2015). Researchers found that kids with access to 500 books at home can be expected to graduate high school. Children with minimal access to books at home often don't make it past ninth grade (Evans, M.D.R., et al 2010). Although What Works Clearinghouse has not assigned a Tier evidence for myOn program at this time, similar programs met WWC evidence standards:

- \*Alphabetics

- \*Reading fluency

- \*Comprehension

### TRIPLE PLAY| HEALTHY HABITS (K-12)

ACTIVITY DESCRIPTION: Triple Play| Healthy Habits is a comprehensive health and wellness initiative, which is intended to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition, and helping them develop healthy relationships. Since the Triple Play initiative was introduced in 2005, more than one million Club members have participated in fun fitness activities. The Triple Play initiative, sponsored by The Coca-Cola Company and the Anthem Foundation, nurtures the minds, bodies, and souls of Club members, and is a Programs that Work Curricula, by Promising Practices Network. All activities are designed to engage youth through a hands-on learning approach which incorporates active learning through sports. For example, football requires students to learn the rules of the game, the techniques (skills) needed to play a game and requires conditioning to minimize injuries. Academics is infused and disguised by allowing youth the ability to create plays, using mathematical patterns and learning numerical sequences through the formation of angles. The Healthy Habits curricula focuses on making choices that support a healthy eating pattern and physical wellness. This targeted program is made up of interactive practical activities that develop a young person's ability, confidence and motivation to eat healthy for life.



**NEED ALIGNMENT:** The parents, community and students all indicated a high level of interest in maintaining an active program, focused on fitness and health.

**FREQUENCY:** Triple Play| Healthy Habits will run 2 times per week for 30 minutes.

**EVIDENCE:** Like sleep, patterns of physical activity are strongly linked to childhood health and wellness. Among typically developing children, physical inactivity, especially the amount of television watched per day, is strongly associated with obesity (Burdette & Whitaker, 2005). Patterns of activity and inactivity developed in childhood and adolescence are predictive of adult patterns of behavior (Telama et al., 2005). In this context, female and minority populations experience greater inactivity than do male and nonminority populations (Physical Activity Guidelines Advisory Committee, 2008). Thus, activities must appeal to a wide variety of children. In addition, one review found evidence to suggest that there are positive associations among physical activity (PA), fitness, cognition, and academic achievement

(Donnelly, J. E., Hillman, et al., 2016). What Works Clearinghouse had no supportive tiers similar to this program.

### DIY STEM

**ACTIVITY DESCRIPTION:** DIY STEM is a hands-on, activity-based STEM curriculum, designed by the Boys & Girls Clubs of America, which connects youth aged 9-12 to science themes they encounter regularly. Special attention is paid to connections of theory and application and the common interactions members have with these scientific principles. DIY STEM currently includes five modules: Energy and Electricity, Engineering Design, Food Chemistry, Science of Sports. This low-cost program can be run using common items that Clubs may have on hand or can procure easily to demonstrate STEM concepts in each thematic unit. Since piloting in 2014, Do it Yourself (DIY) STEM has quickly become the go-to STEM resource for Clubs. Using everyday materials, the current four units allow youth of all ages to explore science concepts like engineering design, chemistry, energy/electricity and aeronautics. You can implement the whole program or take it apart and create your own set of experiments. Each unit comes with Next Generation Science Standards (NGSS)-aligned background, guides, instructional videos and extension questions to further the fun and learning.

**NEED ALIGNMENT:** Both teachers and parents indicated a need for increase STEM programming in the survey.

**FREQUENCY:** DIY STEM will take place 2 times per week for 30 to 45 minutes.

**EVIDENCE:** Research and evaluation related to learning outside of school have been conducted by professionals from many fields, including youth development, cognitive and social development, informal learning, and out-of-school time. Evidence from these



fields shows that STEM learning results from the dynamic interactions that occur over time among the diverse settings in which learning occurs (e.g., youth groups, hobby clubs, museums, libraries, schools, home), the community and culture in which they are embedded, and the characteristics of the learner (e.g., interests, dispositions, values). Within this dynamic system, out-of-school programs have been shown to:

- \*Contribute to young people's interest in and understanding of STEM.
- \*Connect young people to caring adults who serve as role models.
- \*Reduce the achievement gap between young people from low-income and high-income families.

(National Research Council, 2015)

TIERS: While What Works Clearinghouse does not have a curriculum that resembles a DIY STEM program nor have it tiered, under the Every Student Succeeds Act (ESSA) STEM education provide example of how funds from Federal sources are supporting STEM programs in out-of-school settings.

([www.ed.gov/sites/default/files/documents/stem/stem-ed-resources.pdf](http://www.ed.gov/sites/default/files/documents/stem/stem-ed-resources.pdf)) The document states "The pace of technological and scientific change continues to accelerate, and students beginning elementary school will graduate into an innovation economy with new technologies, scientific advances, and job opportunities that did not exist a decade ago. To best prepare for this future, all students will benefit from a solid foundation in the STEM fields. The Department encourages educators at every level to pursue innovative strategies and active teaching methods in STEM, while working to ensure equitable educational opportunities across STEM disciplines. To help catalyze such innovation, this resource document provides examples that illustrate how grantees may use funds made available under the ESEA, as amended by the ESSA, IDEA, and Perkins. The use of funds under any grant program must be an allowable use of funds that is consistent with programmatic and fiscal requirements of the program. The examples below highlight ways in which a grantee might be able to use Federal funds (depending on availability) for STEM education for the 2017–2018 school year and beyond to: 1. Increase students' equitable access to STEM courses and experiences, including out-of-school programs, STEM-themed schools, and career pathways; 2. Support educators' knowledge and expertise in STEM disciplines through recruitment, preparation, support, and retention strategies; and 3. Increase student access to materials and equipment needed to support inquiry-based pedagogy and active learning".

WEBB MIDDLE SCHOOL ACTIVITIES

PROJECT LEARN | POWER HOUR ( Middle school)



**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 what youth learn during the school day, while creating experiences that invite them to fall in love with learning. Rooted in youth-development practices, this activity enables all youth to effective, engaged, adaptive learners who are on track to succeed in school. Project Learn includes experiential Learning, so that youth learn actively, through a “hands-on and mind-on” approach. The program is based on Dr. Reginald Clark’s research showing that students do much better in school when they spend their non-school hours engaged in fun, but academically beneficial activities. Through Project Learn, staff provide opportunities for ‘high-yield learning activities,’ which include leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help and tutoring, and games like Scrabble that develop young people’s cognitive skills. Printed program materials include a resource guide for program coordinators, homework helpers and tutors and a poster-sized Power Points chart for tracking and rewarding participants’ progress.

**NEED ALIGNMENT:** As noted in the needs assessment, students targeted for this 21CCLC program have extensive needs in reading, writing, and mathematics. Teachers and parents both noted that students would benefit from added support for homework such as that provided through Project Learn. **FREQUENCY:** This activity is provided 5 times per week from 30 – 45 minutes during the school year, and 4 times per week for 60 minutes during the summer.

**EVIDENCE:** Project Learn| Power Hour is intentionally designed by the Boys & Girls Clubs of America to incorporate several recommended strategies from the What Works Clearinghouse, as well as strategies supported by external evidence-based research. Project Learn was rigorously evaluated in the late '90s and the study found positive outcomes; the study was published in a peer-reviewed journal; and the program is listed on the National Institute of Justice's programs and practices registry with a promising rating. Extensively field-tested and formally evaluated by Columbia University with funding from Carnegie Corporation of New York, Project Learn has been proven to boost the academic performance of Club members. 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.



\*Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas

\*Teach students to use the writing process for a variety of purposes.

Assist students in monitoring and reflecting on the problem-solving process.

IXL (This is the curricula name, not an acronym) (K-12)

**ACTIVITY DESCRIPTION:** Online differentiated learning comprehensive curriculum tailoring the same grade-appropriate content to each student's individual learning level. Content is aligned with Florida Standards Assessment requirements. IXL is an internet-based Personalized learning program with modules appropriate for K-12 grade students. The focus is on Math, language arts, science, social studies. We have used this curriculum in other 21st CCLC sites with great success. The students enjoy the programs, which incorporate disguised learning. All content is aligned to Florida State Standards and provides an engaging format for students to learn math, science and other subjects. IXL's Real-Time diagnostic pinpoints students' grade-level proficiency in key math and English language arts strands in just 45 minutes per subject. Program staff create custom assessment windows to measure students' knowledge levels, better informing high-level decision-making. This diagnostic inspires students to take an active role in their learning with engaging questions and positive reinforcement that keeps students motivated.

**NEED ALIGNMENT:** As noted in the needs assessment, students targeted for this 21CCLC program have extensive needs in reading, writing, and mathematics. Teachers and parents both noted that students would benefit from added support for homework such as that provided through IXL.

**FREQUENCY:** IXL will be offered 3 times per week from 30-45 minute sessions.

**EVIDENCE:** The benefits technology can offer to a classroom are many. A computer-based classroom is a diverse classroom, one that has the ability to differentiate instruction to each student based on his or her needs (Stanford, Crowe & Filce, 2010). Students in classrooms that feature computer-based instruction report enjoying their classes more and develop more positive attitudes towards their lessons (Sivin-Kachala, 1998). Research has shown a positive relationship between students' academic achievement in mathematics and regular higher order usage of computers in development and assignments

(Wenglinsky, 1998). The benefits offered by technology in the classroom have been proven to result in more successful students (Schnellert & Keengwe, 2012). What Works Clearinghouse supports similar curriculum under Tier 2.



### Tier 2:

- \*The online program includes a mathematics curriculum and formative assessment designed to support differentiated and data-driven instruction.
- \*The program generates an individualized sequence of mathematics topics and skills – a “learning path”.
- \*Program is used as a prescriptive tool, where students start by taking a diagnostic assessment aligned with local or state standards.
- \*Instructors can modify learning paths to match their lesson plans.

### TRIPLE PLAY| HEALTHY HABITS (K-12)

**ACTIVITY DESCRIPTION:** Triple Play| Healthy Habits is a comprehensive health and wellness initiative, which is intended to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition, and helping them develop healthy relationships. Since the Triple Play initiative was introduced in 2005, more than one million Club members have participated in fun fitness activities. The Triple Play initiative, sponsored by The Coca-Cola Company and the Anthem Foundation, nurtures the minds, bodies, and souls of Club members, and is a Programs that Work Curricula, by Promising Practices Network. All activities are designed to engage youth through a hands-on learning approach which incorporates active learning through sports. For example, football requires students to learn the rules of the game, the techniques (skills) needed to play a game and requires conditioning to minimize injuries. Academics is infused and disguised by allowing youth the ability to create plays, using mathematical patterns and learning numerical sequences through the formation of angles. The Healthy Habits curricula focuses on making choices that support a healthy eating pattern and physical wellness. This targeted program is made up of interactive practical activities that develop a young person's ability, confidence and motivation to eat healthy for life.

**NEED ALIGNMENT:** The parents, community and students all indicated a high level of interest in maintaining an active program, focused on fitness and health.

**FREQUENCY:** Triple Play| Healthy Habits will run 2 times per week for 30 minutes.

**EVIDENCE:** Like sleep, patterns of physical activity are strongly linked to childhood health and wellness. Among typically developing children, physical inactivity, especially the amount of television watched per day, is strongly associated with obesity (Burdette & Whitaker, 2005). Patterns of activity and inactivity developed in childhood and adolescence are predictive of adult patterns of behavior (Telama et al., 2005). In this context, female and minority populations experience greater inactivity than do male and nonminority populations (Physical Activity Guidelines Advisory Committee, 2008).



Thus, activities must appeal to a wide variety of children. In addition, one review found evidence to suggest that there are positive associations among physical activity (PA), fitness, cognition, and academic achievement

(Donnelly, J. E., Hillman, et al, 2016). What Works Clearinghouse had no supportive tiers similar to this program.

### DIY STEM

**ACTIVITY DESCRIPTION:** DIY STEM is a hands-on, activity-based STEM curriculum, designed by the Boys & Girls Clubs of America, which connects youth aged 9-12 to science themes they encounter regularly. Special attention is paid to connections of theory and application and the common interactions members have with these scientific principles. DIY STEM currently includes five modules: Energy and Electricity, Engineering Design, Food Chemistry, Science of Sports. This low-cost program can be run using common items that Clubs may have on hand or can procure easily to demonstrate STEM concepts in each thematic unit. Since piloting in 2014, Do it Yourself (DIY) STEM has quickly become the go-to STEM resource for Clubs. Using everyday materials, the current four units allow youth of all ages to explore science concepts like engineering design, chemistry, energy/electricity and aeronautics. You can implement the whole program or take it apart and create your own set of experiments. Each unit comes with Next Generation Science Standards (NGSS)-aligned background, guides, instructional videos and extension questions to further the fun and learning.

**NEED ALIGNMENT:** Both teachers and parents indicated a need for increase STEM programming in the survey.

**FREQUENCY:** DIY STEM will take place 2 times per week for 30 to 45 minutes.

**EVIDENCE:** Research and evaluation related to learning outside of school have been conducted by professionals from many fields, including youth development, cognitive and social development, informal learning, and out-of-school time. Evidence from these fields shows that STEM learning results from the dynamic interactions that occur over time among the diverse settings in which learning occurs (e.g., youth groups, hobby clubs, museums, libraries, schools, home), the community and culture in which they are embedded, and the characteristics of the learner (e.g., interests, dispositions, values). Within this dynamic system, out-of-school programs have been shown to:

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**FREQUENCY:** IXL will be offered 3 times per week from 30-45 minute sessions.

**EVIDENCE:** The benefits technology can offer to a classroom are many. A computer-based classroom is a diverse classroom, one that has the ability to differentiate instruction to each student based on his or her needs (Stanford, Crowe & Filce, 2010). Students in classrooms that feature computer-based instruction report enjoying their classes more and develop more positive attitudes towards their lessons (Sivin-Kachala, 1998). Research has shown a positive relationship between students' academic achievement in mathematics and regular higher order usage of computers in development and assignments

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\*The online program includes a mathematics curriculum and formative assessment designed to support differentiated and data-driven instruction.

\*The program generates an individualized sequence of mathematics topics and skills – a “learning path”.

\*Program is used as a prescriptive tool, where students start by taking a diagnostic assessment aligned with local or state standards.

\*Instructors can modify learning paths to match their lesson plans.

### TEAM BUILDING | BE A STAR BULLYING PREVENTION | TORCH CLUB

**ACTIVITY DESCRIPTION:** BGCA has joined WWE and the Yale Center for Emotional Intelligence to participate in Be A STAR, WWE's bullying prevention initiative, and its mission to encourage young people to treat each other with respect through education and grassroots initiatives. The Be A STAR program, focused on social and emotional learning, gives Club members the tools they need to enhance their learning, decision making, creativity, relationships and mental health. Torch Clubs are chartered small-group leadership and service clubs for boys and girls ages 10-13. A Torch Club is a powerful vehicle through which Club staff can help meet the special character development needs of younger adolescents at a critical stage in their development. Torch Club members learn to elect officers and work together to implement activities in



four areas: service to Club and community, education, health and fitness and social recreation. The Torch Club Awards are presented annually to Torch Clubs with outstanding programs and activities in the four areas. Each year, Torch Club members from all over the country take part in a service-learning experience through the National Torch Club Project.

**NEED ALIGNMENT:** Surveyed teachers and parents agree improved character development, getting along with other students. The Torch Club AND Be a Star Bullying program provides a structured club experience where students have a voice in selecting programming, vote on leadership, and work together to create a service project for the school. This helps build self-esteem and provide leadership opportunities.

**FREQUENCY:** The Torch Club will take place 2 times per week for 30 minutes, Be a Star Bullying program will occur 1 time per week for 1 hour.

**EVIDENCE:** Similar to Voices Literature and Character Education (Voices LACE) which was evaluated by the What Works Clearinghouse, the Torch Club and Be a Star Bullying programs offer similar opportunities, differentiated that it is outside of the classroom only. Emphasis is given to promoting caring relationships between teachers and students and among students, and to connecting the values taught to students' personal stories. Optional components of the program include schoolwide events and restructuring of school organization and practices.

**TIER:** Meets WWC standards with reservations

### RECRUITMENT STRATEGY:

Recruitment will start with current students who participated in the program last year. Since both schools share a campus, it will help the transition from 5th grade to 6th grade and allow continued recruitment at the middle school. Currently, there are 50 youth enrolled at Webb middle and 90 enrolled at the Hachem BGC club, serving students from Town n Country elementary. Our onsite staff will work with the Principals and teachers to identify students who need this program, recruit at parent events, via phone aps for parents to continue to engage their interest.

### IDENTIFICATION AND SELECTION OF PARTNERS:

**HILLSBOROUGH COUNTY SCHOOL DISTRICT:** The school district and Principals jointly signed an agreement to provide onsite space at Webb middle, and provide access to data and food at Webb middle. The school district does not permit Principals to enter into an MOU independent from the school district. This letter serves as proof of Partnership as well as the commitment from the Principals. **FEEDING TAMPA BAY:** This partner will provide nourishing snacks after school and lunch and snack during the summer for Town n Country youth attending the Hachem club.



**HILLSBOROUGH COUNTY SHERIFF OFFICE:** This partner provides onsite Deputy presence at the TnC Hachem club for TnC elementary students. They underwrite facility usage fees such as electricity and water. A co-located sub-station is located within the space.

**THINK BIG FOR KIDS:** This partner will provide career showcases at Webb middle to foster future career interests and job-readiness skills development. This partner will also provide mentoring services to students.

**CRISIS CENTER OF TAMPA BAY:** This partner will provide parent literacy classes focused on mental health and resources in the community.

**CHAMPIONS FOR CHILDREN:** This partner will provide a minimum of one parent education class at each of the proposed sites to include child development topics, dealing with stress, and talking to teenagers. **BAYCARE HEALTH:** This partner will provide an in-person, eight-hour professional development training to build a basic understanding of different mental illnesses affecting students, how these can affect their daily life, and what may help youth get well. A certificate is issued at the end of the training, certifying that the person received Youth Mental Health First Aid certification.

### **Section 8: Recruiting and Retaining High Quality Staff**

#### **3.8a Recruiting and Retaining High Quality Staff**

To achieve both the program and administrative responsibilities each program site will operate with a Full-Time on-site Coordinator who reports directly to the Program Director and manages daily program operations and all staff. The Program Director oversees direction of programming at all sites and helps plan all programming lessons. This person attends 21st CCLC training and attends to the data management needed to support the outcomes for the grant, including attendance and assessment, and has, at a minimum, a bachelor's degree. The Site Coordinators (2) oversee each site, help select and hire Certified Teachers and Youth Development Specialists, and have, at a minimum, a bachelor's degree. All Certified teachers will first be recruited from the targeted schools via announcement from the principal, advertisement and/or communication of job description and vacancies as allowed and agreed by Principal. Site Coordinators and Program Director will attend continuing education for 21st CCLC grants, specifically the fall conference. Youth Development Specialists lead activities and are selected based upon prior work experience, childcare services training and level of education, with a minimum requirement of a high school diploma or GED.

Tutors will consist of Certified Teachers, holding a valid and current FLDOE teaching certificate, who provide direct instruction exclusively to 21st CCLC students during program operation hours and will have no more than a 10:1 ratio during tutoring sessions. Priority will be given to those tutors who have experience providing academic tutoring that focuses on performance improvement. While this program would prefer all



tutors have this experience, Hillsborough County School District is experiencing an incredible teacher shortage. To that end, a reasonable effort will be made to hire only those Certified Teachers in specific subjects, but realistically that may not be possible. Tutors are part-time positions and will be paid as part time staff of BGCTB.

All student to adult ratios will be no more than 10 students to one instructional staff person (10:1) for academic enrichment, and no more than 20:1 for personal enrichment programs. All ratios will be designed to meet the needs of the students targeted by the program.

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

### **Section 9: Implementing with Fidelity**

#### **3.9 Implementing With Fidelity**

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

Evaluation Activity #1 - Data Collection: Data will be collected in a way that does not interfere with program activities. Evaluation activities will be provided by the Program Director to ensure that they are delivered in a non-intrusive way. Each evaluation activity will be coordinated with program stakeholders to increase effectiveness and minimize distraction. The following will be collected or conducted by the Program Director for analysis in December 2022 (baseline data), February 2023 (mid-year data) and June 2023 (end-of-year data):

- Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades and other relevant data. Provided by the school district through a data sharing agreement with our agency.
- Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics.
- Interviews (qualitative) with the Site Coordinators, Teachers and Program Staff and Program Team.
- Analysis of Average Daily Attendance (ADA) and average hours attending is an important data point. This is collected weekly and shared at the Senior Leadership Meeting each Monday (CEO, CFO, VP Youth Programs, VP Operations, CDO). All sites are expected to maintain a 5 day per week attendance with full duration of hours.



- Data sharing from the school district will provide behavioral trends and school attendance, along with state testing scores. All parents sign a FERPA waiver to allow us to collect this data from the school district.
- Program observations and site visits (qualitative) including field notes from site visits, assessing student and staff performance, personal enrichment activities, and academic enrichment activities. Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program will also be collected in May 2023. Evaluation Activity #2 and #3 – Data Analysis and Reporting: Baseline data will be analyzed in December 2022 for completeness and level of student performance. The results of the baseline data analysis will be provided to the program so that they know which areas to target and focus on. Mid-year data will be analyzed in February 2023. The Program Director will discuss the results of the Mid-Year Data Report and will note any changes needed in the areas of data collection and programming. End-of-year data will be analyzed in June 2023 and shared with the Program Team, Site Coordinators and Youth Program staff. These reports will reflect the program's overall annual performance, recommendations for program improvement, and reporting outcomes.

Processes for Accurate Data Collection, Maintenance and Reporting: The Program Director will discuss with Site Coordinators what data will need to be collected that aligns with the grant objectives, as well as how the data will be collected and who will be collecting it. There will be a student survey/testing schedule, parent survey/testing schedule, report card grade collection schedule and a data entry schedule created so that the program stays on track with data collection, entry and maintenance. The Program Director will create internal deadlines for the program so that they will have the correct data prepared for each reporting time point.

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

Examination of Program Impact: The measurement tools that will be used to evaluate program impact include program participant data, analysis of student English Language Arts, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, results of site visit reports, analysis of student data and grades, academic enrichment data, personal enrichment data, review of the curriculum used, adult family member participant and performance data, College and Career Readiness data (if needed), and Dropout Prevention data (if needed) will also be used as program impact measurement



tools. These tools will help to answer specific program impact questions through data analysis including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address College and Career Readiness (if needed), Dropout Prevention (if needed) and personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address academic enrichment and supplementing the school day curriculum in innovative ways result in positive outcomes for program participants? (4) Did the program efforts to address adult family members result in positive outcomes for those family members that participated? Using the aforementioned measurement tools to answer these program impact questions through evaluation will help stakeholders understand whether the program had any substantial impact in a variety of areas. The results will be used to help inform the program about any areas that may need improvement throughout the project year.

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

### **Section 10: Project Budget**

See attachment.

### **Section 11: Plan for Sustainability**

The sustainability of this initiative is paramount to continued success for students and one of the main purposes of 21st CCLC funding is to create a program that is both high quality and sustainable after the grant program ends. BGCTB has the expertise and personnel dedicated to grant writing and fund development opportunities. As BGCTB transitions into more dynamic opportunities to serve youth, the organization and its Board of Directors has committed to very intentional sustainability efforts, ranging from generous community support, endowments and transformational gifts. As stated previously, larger fundraising events are now being planned in 2022 and into 2023 to increase operational dollars lost during the pandemic.





## 21<sup>st</sup> Century Community Learning Centers



The addition of the Program Team will be activated with this in mind, with a mix of parents, students (if in middle school), and community partners. These Program Team will meet at least three times per year to review school and community needs (August/September, December/January and May/June) for this program and help identify ways the community can provide support for the youth and the program. The Town n Country Hachem club may provide revenue in service to the community by renting out space, once restrictions regarding COVID have eased.



