5.1 Project Abstract or Summary

Committed to enable all young people, especially those with the greatest needs, to reach their full potential, the Boys & Girls Clubs of Tampa Bay (BGCTB) proposes to serve 6th-8th grade students attending three low performing, Title I Hillsborough County Public Schools, where at least 90% of the students are considered high-poverty. The program operates before, after school and during the summer. BGCTB offers activities aligned with state standards and evidence based practices that address each learning style. To increase school engagement and self confidence in preparation for college or career, students receive personal enrichment, educational development and literacy programs. The Afterschool program will serve a total of 150 students (50 students each at Webb, Van Buren and Shields Middle school) and will operate at three sites: Webb, Van Buren and Shields Elementary schools for 181 days, Mondays 3:20 p.m. – 6:00 p.m. and Tuesday–Friday from 4:20 p.m. – 6:00 p.m. Summer programming will be held for 33 days from M-F 9:00 a.m. to 3:00 p.m.

5.2 Needs Assessment

The need for an afterschool program targeting Hillsborough County Middle Schools was first identified by the Children's Board of Hillsborough County in 2009 through collaborative research assessments to distinguish communities bearing risk factors adversely effecting youth development (poverty, violence, low graduation rates and high unemployment rates). Recent studies affirm a trending correlation between poor academic performance and predisposing factors, such as poverty, faced by youth in underserved communities. In 2013, 10,595 children in grades K-12 were not promoted to the next grade level in Hillsborough County. These same reports, generated by the School District of Hillsborough County, revealed that 33% of non-promotions occurred during middle school.
Of the children retained in Hillsborough County, 96% are documented living in low- to moderate-income level households. In 2014, a coalition of community partners undertook a comprehensive analysis to identify communities posing the greatest threat to youth development and achievement. As a result, a number of “most at risk” middle schools were identified. Partners conducting the analysis mirrored the faces of the community, including: The Alliance for Public Schools Foundation, Children’s Board of Hillsborough County, School Board of Hillsborough County, school district personnel (Director of Parent Community Involvement, Director of Grants and Operations, superintendent of schools), United Way, Board of County Commissioners, Hispanic Service Council and the South Shore Coalition. After the needs analysis, BGCTB conducted thorough consultations, one-on-one interviews and feedback from principals, students, parents, community stakeholders. BGCTB also reviewed reports generated by the Department of Juvenile Justice (DJJ), US Census Bureau and Florida Department of Education (FLDOE). All of these sources confirmed the need for supportive programming to extend learning time at Webb Middle School, Van Buren Middle School and Shields Middle School. Schools were selected based on the following factors: percentage of low-income families; poor academic performance and increasing dropout rates; lack of services; and escalating crime rates and juvenile delinquency.

In 2014, Webb (school grade C), Van Buren (school grade F) and Shields Middle School (school grade C) were identified as three of the most underperforming Title I middle schools hosting the highest population of at risk impoverished students in Hillsborough County. Fully 40% of economically disadvantaged youth attending one of these schools did not graduate with a standard high school diploma within five years of their entry into ninth grade - double the overall state average. The district has seen a 200% increase of dropouts since 2010, with less than 50% of at-risk students graduating.
In Hillsborough County, poor academic performance is a serious, persistent issue – and the result, as described above, is that many students do not graduate, severely restricting their life options. Recent data extracted from the Florida Department of Education reveals that about half of middle school students in Hillsborough County perform below grade level. As low as these numbers are – the figures at the three target schools are even lower, as the following table illustrates.

**Percent of Students at Target Schools Scoring Below Grade Level (2013-2014)**

<table>
<thead>
<tr>
<th>School</th>
<th>Reading - Percent of students below grade level</th>
<th>Math - Percent of students below grade level</th>
<th>Science - Percent of students below grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van Buren</td>
<td>75%</td>
<td>71%</td>
<td>82%</td>
</tr>
<tr>
<td>Shields</td>
<td>64%</td>
<td>59%</td>
<td>66%</td>
</tr>
<tr>
<td>Webb</td>
<td>60%</td>
<td>55%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Such poor performance in core academic subjects, if not addressed properly, lead to decreases in grade promotion, increases in high school dropout rates and escalating future unemployment rates. The need for academic intervention is painfully evident.

The need goes well beyond academics. In 2013 the Department of Juvenile Justice (DJJ) received 6,811 youth delinquency cases from Hillsborough County – these consist of the most serious offense reported on for any individual youth on a specific date. In the first three months of 2015, the number of homicides in the Sulphur Springs area, surrounding Van Buren Middle School, has more than doubled compared to the same period in 2014. "There have been 48 shootings, classified as 'aggravated batteries with a gun,' a significant increase from 22 last year." More startling than the statistics is the youthfulness of the victims and some of the suspects. The youngest among those killed, Newton, was a middle school student attending Van Buren (Tampa Bay Times,
April 3, 2015). Evidence proves that the peak hours for juvenile activity occurs during the unsupervised afterschool hours of 3:00pm-8:00pm. Validated by the 2013 Family Guide to Services, the Children's Board of Hillsborough County has publicized the lack of community resources available to address the specific needs of middle school aged youth attending these three schools. Out of school time activities, such as 21st CCLC, designed to address the specific needs of middle school students, are key to prevent such negative outcomes and improve educational success.

BGCTB has an unparalleled record of raising achievement with these hard-to-reach students. Using school accountability reports to assess low performing schools, and strategic partnerships to determine an action plan to increase graduation rates among disadvantaged youth, the BGCTB selected Webb Middle School as a pilot for outreach services. In 2010, with support from the United Way of Tampa Bay, the BGCTB implemented a comprehensive summer program for Webb Middle School. Each year a total of 60 seventh and eighth grade students, all identified at or below 180% of the federal poverty level, are selected by school administrators. Hosted at the school, the Webb Summer Program focuses on academic enrichment (through Science, Technology, Engineering and Math [STEM]), career readiness and healthy education including fitness, sports and nutrition. In 2014, fifty-five of the sixty selected students (91%) completed all program requirements which included no more than five absences.

The documented successes of the Webb Summer Program led the School District to invite BGCTB to extend the program. In 2012 the Webb Summer Camp transformed into a comprehensive partnership, where BGCTB provided an onsite graduation coach and program manager. With documented increases in daily school attendance and engagement, BGCTB curriculum was subsequently incorporated into the school day as an elective for sixth grade students. These successes at Webb, serving over 750 students since 2010, ushered in the request to initiate similar programming at
Van Buren Middle and Shields Schools. BGCTB has also been selected, by the Children's Board of Hillsborough County, to receive funding and begin afterschool and summer programming in June 2015 at two of the most underserved Plant City Middle Schools, Tomlin and Marshall.

By providing a before school, after-school and summer 21st CCLC program targeting Webb, Van Buren and Shields Middle Schools, youth will not only have a safe alternative to violence but an opportunity to gain the skills necessary to function as productive citizens. Students deserve to have such a choice. BGCTB will close the existing gap in services where the resources currently available are insufficient to meet the academic needs of middle school students. By providing 21st CCLC services to youth most burdened by factors such as poverty, insufficient parental involvement and academic support, BGCTB can provide students with the chance they deserve for a promising future.

5.3 Program Evaluation

BGCTB is committed to the quality and continuous improvement of its education programs. Therefore, evaluation is a critical component of the proposed project. BGCTB values the opportunity to learn from a fresh, objective perspective and is committed to making mid-course corrections where data show that the program is not performing optimally for students or for their families. BGCTB also is committed to making changes necessary at any point to achieve student and family outcomes.

As required by the Principles of Effectiveness, the proposed project is based on data establishing the need for expanded learning programs. The evaluation plan provides for an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment and other developmental opportunities; and conducting scientifically based research to provide evidence of program activities.
BGCTB evaluation will utilize established performance measures to determine changes resulting from 21st CCLC activities and guide program staff to make data-driven, timely decisions for program improvement. Measurable performance objectives for academic areas have been established using available district data (please see chart).

Data instruments used to measure performance will include surveys and interviews, administrative records (attendance forms, sign-in sheets, meeting minutes), site visit observations, and student academic records. Data collection begins from the moment of award, by establishing and verifying systems for collecting attendance data and initial baseline data on all measures, and extends up until the project's end date as state assessment results are released.

The external evaluator will be responsible for the design of all evaluation instruments and for the analysis of all data, including constructing or identifying developmentally appropriate surveys and assessments; conducting on-site observations of the program; and writing formative and summative reports. Quantitative data such as test scores and close-ended survey responses will be analyzed with descriptive statistics. Qualitative data (open-ended survey responses, minutes, interviews) will be analyzed by theme. Program evaluation will be ongoing throughout the program year, including two annual formal evaluation reports: (1) formative evaluation (January) will provide an initial look at the program's implementation, comparing the plan with what's actually taking place; and (2) summative evaluation (August) will provide reporting of student progress as defined by the grant objectives. The evaluation will focus on both formal (e.g., surveys and observations) and informal (e.g., meetings) techniques to guide incremental changes in the program, adopt or adapt ways to improve and measure outcomes, discontinue or adjust activities that show limited value, and increase emphasis on program objectives and outcomes.
Formative Evaluation. Formative evaluation is a method for judging the worth of a program while the program activities are forming (in progress). Its main purpose is to catch deficiencies before the program gets too far along. Therefore, formative evaluation will involve all stakeholders -- students, teachers (regular school day and program), parents, and community partners. Similarly, the results of the formative evaluation will be made available to all stakeholders, in a user-friendly format. A report summary (short form) will be created to be sent home to parents, provided to community partners, and shared with all teachers (regular day and program). Full reports will be posted on the program’s 21st Century CCLC webpage and available to the public. Key questions to be addressed in the process evaluation (as well as the provision of attendance and other data) are:

- How well has the program translated the stated goals and objectives into a functional program?
- How are students, teachers, and parents responding to the program?
- Is the program addressing all components necessary to a 21st CCLC program (academics, enrichment, family engagement)?
- What are the barriers to student and family participation?
- Is the organizational structure supporting the implementation of the program?
- Is the 21st CCLC program strongly linked with the school day?
- Is the program on target to meet its objectives?

Summative Evaluation. Summative evaluation is focused on outcomes, captured in one key question: is the program achieving the desired result? Its main purpose is to determine whether the program is meeting its goals -- and if not, what factors could be hindering student progress. Examining the data is only part of the work of evaluation. If a program is not meeting its goals, simply knowing this is not enough. By examining the
data in context (by capturing the thoughts and ideas of all stakeholders), the evaluation can produce the kind of information that allows program directors to reshape programs where necessary. Summative evaluation also will involve all stakeholders – students, teachers (regular school day and program), parents, and community partners. As is the case with the formative evaluation, the results of the summative evaluation will be made available to all stakeholders, in a user-friendly format. A report summary (short form) will be created to be sent home to parents, provided to community partners, and shared with all teachers (regular day and program). Full reports will be posted on the program’s 21st Century CCLC webpage and available to the public. Key questions to be addressed (together with the provision of data) are:

- To what extent did the program achieve its stated goals and objectives?
- What factors contributed to program performance?
- What other outcomes have occurred for students and families, and other stakeholders?
- What changes are needed to overcome barriers and improve program operations?

All data collection will be conducted in adherence with the requirements of the Family Education Rights and Privacy Act (FERPA); the Children’s Online Privacy Protection Act (COPPA); and district protocols. No identifiable student information will be released. Because the evaluator may have student contact, a Level II background check will be conducted.

Evaluation is not a discrete process that takes place at the beginning and the end of a program. BGCTB commits to engage with the evaluator throughout the program year. Quarterly meetings will be held (in person where possible, using technology where not) as follows:
1. August, or within 1 month of program start date – to review procedures for data
collection, data collection to date, questions and concerns, and establish
relationships.

2. November – following the availability of the first semester grades (and in 2015,
the presumed availability of Florida Standards Assessment scores) – to share
observations.

3. February – to review the formative evaluation findings and recommendations,
including sharing with the Advisory Board and creating a dissemination system;

4. May – following the availability of second semester grades, to reflect on the
program year and discuss preliminary data available prior to release of state test
scores.

BGCTB expects to be in frequent communication with the evaluator as surveys are given,
data are provided, and the program progresses.

BGCTB selected Ethica, LLC, based on a desire to help program staff
continuously refine, improve and strengthen this program. BGCTB sought an evaluator
with significant K-12 school experience; program evaluation experience; and experience
working with the specific student population served by 21st Century Community Learning
Centers. The selected external evaluator, Ethica, LLC, brings over 50 years of
experience evaluating educational programs at the federal, state, and local level. While
in Washington, DC, Ethica’s partners became known for their innovative strategies for
data collection, including achieving extremely high response rates on surveys. They are
experts in survey construction, both quantitative and qualitative research, and
understand the realities of working with school systems and students. After moving back
to Florida in 2006, Ethica’s Senior Partner, Dr. Cheryl Sattler, served as the Bureau
Chief over Federal Education Programs for the Florida Department of Education.
Subsequently, Ethica has supported the work of numerous districts across Florida in NCLB programs.

Ethica, LLC facilitates support for many school districts in the Panhandle of Florida, and is extremely familiar with the resources available to these districts. Ethica’s Senior Partner, Dr. Cheryl Sattler, is an accomplished, effective program evaluator, researcher, policy analyst and technical assistance provider with over 20 years’ experience in education. She brings expert knowledge of No Child Left Behind Act, especially Title I (education for the disadvantaged) and school improvement.

5.4 Applicant’s Experience and Capacity

BGCTB has proven the ability to positively impact youth development and student achievement over 88 years of service across Hillsborough and Pasco Counties. Dedicated to the goal of shifting the outcomes associated with underserved youth ages 5-18, the BGCTB, through effective measures of research to identify communities most in need, has developed 18 clubs, serving over 12,000 youth this past year. Using outcome-driven programs, project based learning and evidence based curricula to promote academic success, healthy lifestyles, strong character and civil responsibility, the BGCTB has solidified its 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: 74% come from a single parent home, 69% live at or below the poverty level and 95% qualify for free or reduced-price lunch. Of the 11,254 youth served last year, 98% had no involvement in the justice system, 92% showed increases in engagement (attendance) at school, 94% showed increases in homework completion and nearly $50,000 in college scholarships were awarded to club members. BGCTB has an annual operating budget of over $6 million, 85 percent of which funds
direct student services. With 33% of all revenue supported by grants, BGCTB has an extensive history managing federal, state and public grants.

Since 2010 BGCTB has operated three 21st CCLC sites serving eight Title I Hillsborough County Schools (including one private school), impacting over 2,000 students in the most impoverished communities in the Tampa Bay area. Combined, 21st CCLC sites serve over 400 students a year in grades K-5 of which 97% qualify for free or reduced-price lunch, 85% reside in single parent households, 99% are of a minority background and 33% reside in public housing. Over the past five years, by using evidence-based programs along with project-based learning, 21st CCLC sites have successfully improved academic performances in math, reading and science while complementing school efforts in part by consistently increasing daily attendance.

During the 2013-2014 school year, of regularly participating students:

- 89% improved their reading skills as measured by pre and post program assessment scores;
- 87% improved their math skills as measured through pre and post program assessment scores;
- 93% either maintained or increased science scores as assessed through the collection of report card data;
- 91% of regularly participating students maintained or increased homework completion levels, with an increase of time spent on homework from 5 hours a month to nearly 16 hours per month;
- 95% of regularly participating students maintained acceptable attendance levels by attending school at least 90% of school days; and
- 88% increased their knowledge of drug and/or violence prevention as measured through pre and post program assessment scores.
With a dynamic array of programming to reach every type of learner, BGCTB has successfully operated as 21st CCLC, receiving a spotlight visit from FLDOE to highlight the program for best practices in late April 2015. To achieve such consistent successes, program services offered to each participating student, from 3:00pm-6:45pm afterschool, and 7:30am-6:00pm during non-school days, consisting of the high quality academic enrichment, mentoring, family engagement and personal enrichment.

In addition to managing three 21st CCLC sites, BGCTB currently operates four outreach programs at Hillsborough County Middle Schools providing mentoring and summer enrichment services at Webb and Van Buren, as well as out of school time activities at Tomlin and Marshall Middle School. Tomlin and Marshall Middle Schools are funded by the Children’s Board of Hillsborough County. With recent initiatives conducted over the past decade to operate directly in schools, offering in school as well as out of school services, BGCTB has partnered with the School District of Hillsborough County, to maximize impact to students who need the most support. Experience working with schools and underserved communities of Hillsborough and Pasco County has unquestioningly positioned the Boys & Girls Club of Tampa Bay to deliver youth impact services to the targeted middle schools as 21st Century Community Learning Centers.

5.5 Partnerships, Collaboration & Sustainability

This proposal was agreed upon and designed after continued collaboration between BGCTB and the School District of Hillsborough County. Since BGCTB currently serves as the coordinating partner for middle school out of school time services, the school district worked on formalizing the relationship to provide services. Additionally, BGCTB currently offers outreach programs at middle schools, as well as a targeted summer camp program at the schools, designed to support rising students through peer mentoring and academic enrichment.
Based on years of services at the targeted schools and in local communities, the Boys & Girls Clubs of Tampa Bay has compiled student and parent input into middle school programming. Through these efforts, as well as through focus groups and middle school workgroups in Hillsborough County, BGCTB has created a service model based in school partnership, where teachers, staff, and students work together to build a culture of success, support and engagement.

5.5a Community Notice

BGCTB worked with the School District and the targeted to schools to inform the community about this proposal. Specifically, BGCTB worked with the Community Outreach Department, Research and Evaluation and the Grants Department of the District, to plan the proposal and to inform the community of its intent to apply for 21st CCLC support. BGCTB placed an advertisement with the Florida Sentinel, a local newspaper, and posted notice on the organizational website. Additionally, BGCTB worked with the Partnership for Out of School Time to disseminate BGCTB’s proposed scope of service and plan to support the targeted schools. After submittal, a copy of the proposal will be posted on BGCTB website, a copy will be shared with the School District and a copy provided to the Partnership for Out of School Time. Additionally, the proposal and associated content will be available electronically or hard copy, upon request.

5.5b Collaboration with Private Schools

BGCTB has a long-standing commitment to working with private schools, as illustrated by its current 21st CCLC program and the relationship with St. Peter Claver School in Tampa. In preparation for this proposal, BGCTB sent electronic message to all listed private schools in Hillsborough County. BGCTB has also worked with Redlands Christian Migrant Association, the Hispanic Services Council and the Sulphur Springs Neighborhood of Promise, to communicate its intent to apply and to involve local private schools, near the targeted middle schools.
5.5c Partnerships

BGCTB has many extensive and long standing partnerships throughout Hillsborough County. For this proposal, the key partner for services will be the School District of Hillsborough County. The District has committed use of the school facilities, transportation, curriculum to ensure the program supports the school day, student data and to provide for breakfast, lunch (during the summer) and supper at all three schools.

Key partners for this initiative will be identified and secured once the program is approved, ensuring enough time to conduct further needs assessments. Initial support will be provided by the University of South Florida and the Hillsborough County Sheriff’s Office, given current agreements for mentoring and collaboration.

5.5d Collaborations with Regular School Day

The schools attended by the targeted students were included in the development of the program objectives and activities through one-on-one interviews and consultations with the associated principal, administrative staff and district leadership. Discussions to establish BGCTB programming on site at Webb, Shields and Van Buren Middle School as a 21st CCLC program has been received with eagerness and much support, by the School District. Collaborative efforts to remain abreast on the current needs of the targeted students will continue through daily interactions and discussions between the Site Coordinator and teachers, parents and counselors. To assure each student will receive the maximum benefits of the 21st CCLC program, Site Coordinators will attend staff meetings and trainings to ensure compliance with the proposed objective and provide clarification on any services provided. Site Coordinators will also have daily contact with parents to ensure quality services are being provided and that all parents are well-informed of upcoming events and support services. If more information is needed, the Site Coordinator will schedule a time for school personnel and parents to meet directly with the 21st CCLC Program Director. With support from the Hillsborough
County School District all requests to gather appropriate measurable outcomes via data such as report card grades, behavior and state assessments will be approved upon program implementation. The Program Director will communicate directly with the School District and School Principals to ensure all data is kept appropriately and collected according to protocol set by the state.

5.5e Sustainability

The sustainability of this initiative is paramount to continued success for students. BGCTB has the expertise and personnel dedicated to grant writing and fund development opportunities. Areas like individual gifts, private foundation grants and annual campaigns will be identified and applied for or secured prior to the expiration of the 21st CCLC grant funding. In addition, through a new five year strategic plan, BGCTB has identified strategies to raise an additional $1.5 million to sustain and expand programs. With nearly 90 years of operation, serving thousands of at risk youth throughout Tampa Bay, BGCTB has illustrated a commitment to sustained community impact.

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 community collaboration. For example, the Hillsborough County Sheriff often states that he has built and funded operations for three Boys & Girls Clubs, but no jail cells during his tenure. The leadership of BGCTB has a strong commitment to building on relationships, like the one with Hillsborough County Public Schools, and the Hillsborough County Sheriff, to maximize student achievement, utilizing all resources necessary to assist students to become productive, caring, responsible adults.
5.6 Program Plan

BGCTB 21st CCLC Middle School Initiative will focus on project-based learning experiences as a means for increased student engagement. In each of the targeted schools, students exhibit poor academic performance, with those who need the most support: low income, minority students, often completely disengaging completely from school. The proposed program is designed to allow BGCTB to work with school officials to establish a culture of hope and opportunity, where students can extend their day and build upon the concepts of school day learning, through hands-on, personalized learning experiences in a highly collaborative environment.

5.6a Target Students

All students enrolled in the sixth, seventh or eighth grade, at Webb, Van Buren or Shields Middle School in Hillsborough County may receive services. In accordance with ESEA SEC. 4203 (a)(3), all targeted schools are Title I and serve a high percentage of students from low-income families: Van Buren Middle School (97% qualify for free or reduced-price lunch); Webb Middle School (91% qualify for free or reduced-price lunch); and Shields Middle School (87% qualify for free or reduced-price lunch). Students will be selected on a first come, first served basis. Priority will be provided to students not meeting Florida state standards in math, reading and science and having one of the following risk factors: eligible for free/reduced-price lunch, single parent home, incarcerated family member, or behavior issues. To ensure targeted students represent the community of students facing the most significant barriers to academic achievement, all parents must complete a full application prior to enrollment containing applicable demographic, contact, income and academic data. Administrative staff, teachers and counselors will also identify students by analyzing report card data and test scores to make referrals for eligible students to participate in the 21st CLCC program. A waiting
list will be established when enrollment status reaches capacity at each school. All students targeted for the program must be able to complete all components and attend regularly. Regular program participation and attendance will be monitored closely to move students from the waiting list. To ensure full compliance and eligibility, the process of enrolling a student into the program consists of parents completing all required forms, committing to the attendance policy and attending the orientation. Serving youth impacted by risk factors such as violence, poor parental involvement, low academic performance and poverty ensures targeted students align with the needs identified in the Needs Assessment section of the application.

5.6b Recruitment and Retention

The program will target 150 in 6th thru 8th grade at Webb, Van Buren and Shields Middle Schools. BGCTB will employ several recruitment strategies to identify students that display the characteristics described in the Targets Students section of the proposal. Program flyers will be sent home with applicable grade level students at the target schools. BGCTB will provide teachers and administrative staff with information concerning program and enrollment during staff meetings. The program will also be advertised via media coverage (i.e. newspaper), PSAs and email blasts to PTOs and civic organizations. Upon enrollment parents and students will sign a commitment policy to ensure students consistently attend the 21st CCLC activities and participate in the whole array of activities. If student or parent should break the commitment, students from the waiting list will be contacted for replacement in program. To ensure student retention, BGCTB will foster internal motivation and external rewards. Program activities will be designed to spark the interests and passions of each youth to propel the motivation necessary for success. Students and parents will be surveyed once a year to gather information in regards to student interests and needs. Interests will then be
incorporated into program activities throughout the school year, to meet student needs, keep students engaged and activities fun.

5.6c Student Program Activities

Programs offered to students and their families will align to the needs and the gaps associated with each of the targeted school communities: poverty; poor academic performance and increasing dropout rates; lack of services; and escalating crime rates and juvenile delinquency cases. Students will be provided scientifically-research based activities proven to promote academic success, build self-confidence, enhance healthy lifestyles and inspire positive choices. Activities will be conducted by certified teachers and Boys & Girls Club program specialists trained to provide innovative strategies to appeal to different learning styles of each student. In coordination with the regular school day, services will be sculpted by the concepts learned in the classroom along with Florida state standards and guided by documents developed by the district such as the instructional focus calendar and pacing guide. Programs will be implemented in ratios in compliance with childcare licensing 20:1 on site and 10:1 on fieldtrips. The following programs will be provided to meet 21st CCLC objectives and the needs of each student:

Literacy and English Language Arts Objective:

**TeenBiz3000**: TeenBiz3000 is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level. Importantly, TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. Powered Achieve3000’s LevelSet™ Lexile assessment tool and proprietary software engine distributes assignments to the entire class, but tailors them according to each student's reading level. By doing so, TeenBiz enables all students to make continual progress and improvement. Most important of all, TeenBiz is
scientifically proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development and high-stakes test scores. In fact, national studies show that TeenBiz enables students to double-to-triple expected reading gains in just 40 sessions.

**Math and Science Objective:**

**STEAM (Science, Technology, Engineering, Art and Mathematics):** STEAM is a multi-disciplinary academic enrichment program that applies math, science and technology to an array of academic concepts in models that align with the 21st CCLC projects. Aligned to meet the needs associated with poor academic performance and increasing dropout rates, the STEAM program will be directed by certified teachers. STEAM differs from traditional pedagogy in its applied approach; it orients members to basic STEAM-related occupations as well as introducing them to basic scientific concepts such as methodical approaches to problem-solving, developing hypotheses, and record-keeping. Activities including robotics, rocketry, roller-coaster building, the Image Makers national photography competition and visual arts are included in STEAM modules and designed around the topics of 21st CCLC Projects.

**Project Based Learning (PBL):** PBL combines academic and personal enrichment components into relevant learning experiences for students. Three 9-12 week PBL topics that reinforce concepts being learned in the classroom will be provided to students. Aligned to meet the needs associated with poor academic performance and increasing dropout rates, the PBL activities will be guided by certified teachers

**College and Career Readiness Objective:**

BGCTB will use several highly engaging programs in this area. Career Launch prepares students for the working world. Students will embark on a journey to explore careers, make sound educational decisions and find success in the world of work. The program
contains 20 sessions full of interactive activities designed to help teens prepare for 21st Century careers. A tiered approach allows for maximum flexibility in implementing the program. Aligned to meet the needs associated with poverty, Career Launch will be implemented by BGCTB Program specialists. *Money Matters* promotes financial responsibility and independence by building basic money management skills.

Participants learn how to manage a checking account, budget, save and invest. They also learn about starting small businesses and paying for college. *Diplomas 2 Degrees* (*d2D*): This program provides a range of services to guide student as they work toward high school graduation and prepare for post-secondary education and career success.

Aligned to meet the needs associated with increasing dropout rates, *d2D* will be guided by BGCTB Program Specialists.

**Dropout Prevention Objective**

BGCTB will implement specific programming in this area. *SMART* (Skills Mastery and Resistance Training) *Moves*, a nationally acclaimed prevention program. Students will be exposed to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity. Aligned to meet the needs associated with poverty and escalating criminal activity, *SMART* Moves will be led by BGCTB Program Specialists.

**Be Great Graduate:** This program is designed to enhance each Club member’s engagement with learning by providing consistent support from caring and trusted adults in developing the academic, emotional and social skills needed to achieve academic success. This program uses the early warning signals -- attendance, behavior and course failure -- to identify youth at risk of dropping out of school. Aligned to meet the needs associated with poor academic performance, increasing dropout rates and lack of available services, Be Great Graduate will be guided by BGCTB Program Specialists.
Personal Enrichment Activities

As in all areas, BGCTB offers a range of programming to be able to target specific student needs. In this area, BGCTB will use Healthy Habits, designed to teach young people about the benefits of developing healthy habits such as eating smart and being physically active; equip young people with skills to adopt healthier habits by participating in fun and engaging learning activities both at school and at home; and encourage young people to take small steps toward positive behavior changes. Aligned to meet the needs associated with lack of available services, Healthy Habits will be led by BGCTB Program Specialists. Triple Play (Body Component), a comprehensive health and wellness initiative, strives 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. The "Body" component of Triple Play promotes becoming more physically active through fun daily fitness routines. Curricula/programs include Daily Challenges and Triple Play Leadership Clubs. These resources encourage youth to become more physically active through fun fitness routines. Aligned to meet the needs associated with lack of available services, Triple Play will be conducted by BGCTB Program Specialists.

A Typical Day in the Afterschool Program

Regularly participating students will attend the program from 7:30am-8:30am Monday-Friday, 4:20pm-6:00pm, Tuesday-Friday and 3:20pm-6:00pm on Monday during the school year. From 7:30am-8:30am students will receive tutoring in a small group setting with a certified teacher. Breakfast will be available and provided at no cost to students in tutoring services. After school, students will be grouped appropriately by grade for a healthy snack and homework assistance form 3:20pm-4:20pm. At 4:20pm students, remaining in their appropriate group in ratios no larger than 20:1, will
participate in 40min of academic enrichment to complete the designated PBL or STEAM activity with a certified teacher. PBL activities will be offered three times a week while STEAM will be offered twice a week. At 5:00pm students will transition to receive supper, at no cost until 5:30pm. At 5:30pm students will make their final transition into one of the following programs until dismissal at 6:00pm with a BGC Youth Development Staff: Triple Play, SMART Moves, Healthy Habits, Career Launch, Money Matters, or TeenBiz3000. Triple Play will be offered twice a week to ensure students receive one hour of increased fitness levels a week. Healthy Habits, Money Matters and Literacy Program will run once a week during the first two quarters of the school year, while SMART Moves, Career Launch and Literacy Program will run once a week during the last two quarters of the school year.

5.6d Adult Family member Program Activities

To assure youth have the necessary support, family members will be provided with six literacy and educational development opportunities accompanied by three parent orientations hosted in September, January and June. Six events will be hosted for 1 hour each by each school in conjunction with a community partner identified to address specific family and student needs. Literacy events will include one financial literacy workshop and one family development course focused on building positive relationships at home. Educational development opportunities will focus on providing General Educational Development preparation classes or other adult educational services to family members seeking a higher education or job placement. Dependent on particular community and family needs, courses and workshops such as English as a Second Language (ESL), computer classes, social services, homework assistance, ways to cope with bullying, ways to improve reading and math skills through fun
activities and other activities will be provided to help families support student educational goals and promote academic success.

5.6e Staffing Plan and Professional Development

To achieve both the program and administrative responsibilities each program site will operate with one Site Coordinator who reports directly to the Program Director and manages daily program operations and staff. The Program Director will ensure application of proposed services and develop effective methods to achieve mandated deliverables of the grant. The Program Director and Site Coordinators will be selected upon experience in relationship to grant responsibilities and must have upon hire, at minimum, a bachelor's degree. Youth Development Specialists leading activities are selected upon prior work experience, childcare services trainings and level of education with a minimum requirement of a high school diploma or GED. Certified teachers will be selected based on experience with priority given to teachers working at the targeted schools.

All new hires must acquire 40 hours of Childcare Licensing training within 90 days of employment along with Boys & Girls Club program delivery trainings, to ensure safe and effective care. All staff, prior to hire, are required to complete and pass a Level 2 DCF background screening and drug test. In addition to trainings provided by DCF and BGCTB, all 21st CCLC staff will receive trainings specific to the needs of the program as well as coaching for personal development. Professional development courses are offered, at no cost, to all BGCTB Staff online at Spillett Leadership University.

5.6f Program Site

The proposed 21st CLCC program will take place on campus at each of the targeted schools. Classrooms along with the gym and cafeteria will be secured for 21st CLCC program purposes and assigned for appropriately to ensure compliance with safety requirements.
5.6g Safety and Student Transportation

BGCTB will utilize the Webb, Shields and Van Buren campuses for the proposed program. Each school facility has developed a district approved crisis intervention plan. BGCTB, which will operate during non-school hours, has developed a modified after emergency and crisis intervention plan, to be approved by the School District. BGCTB, additionally, has an approved safety, emergency and crisis intervention plan for all program sites and outreach efforts. Regularly scheduled fire, disaster, inclement weather, and lock down drills are conducted.

Prior to the project beginning, a parent orientation will be held to inform parents of all safety procedures. Students in this project will be provided services at the targeted schools. Trained staff from BGCTB will assure only enrolled children participate in the mentoring program. Attendance will be verified daily. Parents, guardians, and others approved to pick up children may sign children out. Identification is required to sign out students. Similar procedures are followed on off-site trips – all youth are checked for attendance at each stop and again on the bus and back at the program site.

All transportation, with the exception of field trips will be provided by students' parents or guardian. Field trip transportation will be provided by BGCTB licensed and approved school buses and school bus staff. Additionally, BGCTB chaperones are provided at a 1:10 ratio and attendance and emergency records are kept at all times.

5.6h Dissemination Plan

Information about the 21st CCLC program will be made accessible to the community online at www.bgctampa.org and at each of the targeted middle schools. Program schedules and calendars will be disseminated to schools monthly, along with invitations and flyers for presentations and special events. Letters concerning program updates, student program performance and program events will be distributed to family
members of participating students. Each school will have a 21st CCLC site coordinator as a single point of contact to distribute program information to principal, administrative staff, teachers and parents. Teachers will receive a letter at the start the school year from the site coordinator introducing him/herself, providing a list of students receiving tutoring services in their classroom. This letter will provide contact information to commence communications necessary to align tutoring services with classroom topics. The site coordinator will meet with teachers on a weekly basis to ensure adequate student academic progression. Daily communications will be provided to parents via contact with the program staff, phone calls about student behavior and written communication, provided in Spanish and English, such as emails, letters or flyers. The Program Director will meet with principals on a monthly basis to ensure transparent communications of program expectations are apparent and concerns are addressed. The Program Director will also serve as the point of contact for partnerships, community stakeholders and organizations participating in the program. Partnerships and assisting community stakeholders and organizations will receive monthly updates via email, meetings and phone calls.

BGCTB communications will work closely with the Program Director to design, launch and maintain a 21st CCLC program website located on www.bgciampa.org. The website will be active within one month of receipt of award notification and host an array of information including: a description of program services (to include schedules, calendars, PBLs and program activities), program address, targeted schools, hours of operation, contact information for program and site coordinator, program practices, data-based successes, program performance reports, applications, enrollment forms, objectives and goals. A copy of the approved grant narrative will also be posted on the website, with a portion of the site devoted to ongoing progress towards the proposed
goals and objectives. The website will be updated at least once a month during the program period and the date of the latest update will be displayed on the page.
Appendix A
Continuing Improvement

Agency Name: Boys & Girls Clubs of Tampa Bay
Program Name: 21st Century Community Learning Centers Program
Project Number: 92B-2447B-7PCC2

Reason(s) for the change:

PLATO program will replace TeenBiz3000
Van Buren Middle School will no longer serve as a target school in the 21st CCLC initiative.
Specific days and times of operation will be removed from the narrative to reflected information as indicated on the site profile worksheet.

This change includes: € Additions € Deletions € Both

Narrative Language:

Instead of TeenBiz3000, 21st CCLC programs at Webb and Shields Middle School will continue to implement PLATO as instructed by Hillsborough County School District. PLATO is an accredited credit recovery program recognized by the school district that will be used to align tutoring sessions and academic enrichment.

Due to fluctuations in school administration and lack of support on campus.
The After school program will serve a total of 150 students (50 students each at Webb, Van Buren and Shields Middle school) and will operate at three sites: Webb, Van Buren and Shields Elementary schools for 181 days, Mondays 3:20 p.m. - 6:00 p.m. and Tuesday-Friday from 4:20 p.m. - 6:00 p.m. Summer programming will be held for 33 days from M-F 9:00 a.m. to 2:00 p.m. The after school and summer programs will operate at Webb and Shields Middle School as indicated on the site profile worksheet.

Removal of Van Buren Verblage

All of these sources confirmed the need for supportive programming to extend learning time at Webb Middle School, Van Buren Middle School and Shields Middle School.

In 2014, Webb (school grade C), Van Buren (school grade F) and Shields Middle School (school grade C) were identified as three of the most underperforming Title I middle schools hosting the highest population of at risk impoverished students in Hillsborough County. Fully 40% of economically disadvantaged youth attending one of these schools did not graduate with a standard high school diploma within five years of their entry into
nineth grade - double the overall state average.

Percent of Students at Target Schools Scoring Below Grade Level (2013-2014)

<table>
<thead>
<tr>
<th>School</th>
<th>Reading - Percent of students below grade level</th>
<th>Math - Percent of students below grade level</th>
<th>Science - Percent of students below grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van-Buren</td>
<td>76%</td>
<td>74%</td>
<td>82%</td>
</tr>
<tr>
<td>Shields</td>
<td>64%</td>
<td>59%</td>
<td>66%</td>
</tr>
<tr>
<td>Webb</td>
<td>60%</td>
<td>55%</td>
<td>66%</td>
</tr>
</tbody>
</table>

In the first three months of 2015, the number of homicides in the Sulphur Springs area, surrounding Van-Buren Middle School, has more than doubled compared to the same period in 2014. "There have been 48 shootings, classified as 'aggravated batteries with a gun,' a significant increase from 22 last year." More startling than the statistics is the youthfulness of the victims and some of the suspects. The youngest among those killed, Newton, was a middle school student attending Van-Buren (Tampa Bay Times, April 3, 2015). Evidence proves that the peak hours for juvenile activity occurs during the unsupervised after school hours of 3:00pm-6:00pm.

By providing a before school, after-school and summer 21st CCLC program targeting Webb, Van-Buren and Shields Middle Schools, youth will not only have a safe alternative to violence but an opportunity to gain the skills necessary to function as productive citizens.

Discussions to establish BGCTB programming on site at Webb, Shields and Van-Buren Middle School as a 21st CCLC program has been received with eagerness and much support, by the School District.

All students enrolled in the sixth, seventh or eighth grade, at Webb, Van-Buren or Shields Middle School in Hillsborough County may receive services. In accordance with ESEA SEC. 4203 (a)(3), all targeted schools are Title I and serve a high percentage of students from low-income families: Van-Buren Middle School (97% qualify for free or reduced-price lunch); Webb Middle School (91% qualify for free or reduced-price lunch); and Shields Middle School (87% qualify for free or reduced-price lunch).

The program will target 150 in 6th thru 8th grade at Webb, Van-Buren and Shields Middle Schools.

BGCTB will employ several recruitment strategies to identify students that display the characteristics described in the Targets Students section of the proposal.

The program will target 100 in 6th thru 8th grade at Webb and Shields Middle in Hillsborough County may receive services.

BGCTB will utilize the Webb, Shields and Van-Buren campuses for the proposed program.

Underscore reflects additions to the 2015-16 narrative.
Cross-out reflects deletion of language in the 2015-16 narrative.
Continuing Improvement Form (Scope of Work Changes)

Agency Name: Boys & Girls Clubs of Tampa Bay  
Project Number: 92B-2448B-8PCC2

Program Name: 21st Century Community Learning Centers

Reason (s) for the change:

There are no changes or program modifications to report at this time.
No current changes or program modifications to make at this current time.

Reason(s) for the change:

This change includes:  € Additions  € Deletions  € Both

Narrative Language:

Underscore reflects additions to the 2017-18 narrative.
Cross-out reflects deletion of language in the 2017-18 narrative.