



Celebration Club - Project Celebration STEAM+L Scope of Work - Narrative



3.1 Project Abstract / Summary (0)

Boys & Girls Clubs of Northeast Florida (BGCNF) offers Project Celebration STEAM+L (Science Technology Engineering Arts and Math plus Literacy) at the Celebration Boys & Girls Club, Jacksonville, Florida in collaboration with George Washington Carver Elementary and Northwestern Middle Schools. Designed to complement and enrich school day instruction, the 21st Century program serves 40 1st – 5th grade from 3:15 – 6:15 p.m. weekdays, 1:15 – 6:15 p.m. early release days and 9 a.m. – 5 p.m. non-school days and summer. The program serves 20 6th – 8th grade middle school students from 3:15 – 6:15 p.m. weekdays, 1:15 – 6:15 p.m. early release days. Middle school students attend the same non-school and summer hours as the elementary students. Transportation from the schools to the Club is available. Our Club and services are fully open to all children in the community. BGCNF offers adult-family Members of all students served, orientations, schoolwork assistance classes, counseling and mental health resources during seven (7) sessions annually.

Academic Learning: Elementary and Middle Schools receive five (5) hours weekly. Personal Enrichment: Elementary students receive ten (10) hours and middle school students receive (5) hours. Student Ratios: Academic / Certified Teachers 10:1 and Enrichment / Non-Academic 20:1

3.2 Community Notice and Needs Assessment (7)

3.2.a. Community Notice

Boys & Girls Clubs of Northeast Florida posted a Public Notice in our “What We Do – 21st CCLC” section of our website on June 21, 2019 to provide information about our intent to apply for this grant <http://www.bgcnf.org/21stcentury/>. Additionally, on June 21, 2019, a Public Notice was created and placed at the entrance to our BGCNF corporate office and at the Celebration Club. We also posted a notice at the administrative office of our target schools. Most importantly, our 21st CCLC RFP application has also been discussed, shared and distributed amongst members of our various boards and with key stakeholders in the Jacksonville community. The proposal is



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available to the community by contacting the Boys & Girls Clubs at 904.396.4435 or via our Contact Us Page on our website <https://www.bgcnf.org/locations>.

3.2.b. Needs Assessment

Upon the release of the 2019/20 21st CCLC RFP mid-June, the director of grants administration and programming and key staff worked closely with the Duval County Public Schools; George Washington Carver Elementary Schools , Northwestern Middle School, local private schools (see Equitable Services for Private Schools document in this RFP application); and key staff to conduct an educational student needs assessment to develop 21st CCLC academic and personal enrichment activities. In addition, community stakeholders and adult-family members provided input through meetings, interviews and Adult Family Member Assessments (see Adult-Family Member survey results in the Needs Assessment attachment to this RFP). As a result, BGCNF developed Project Celebration STEAM+L programming that is designed to serve students from George Washington Carver Elementary and Northwestern Middle Schools and to provide afterschool learning and programming at Woodland Park Boys & Girls Club. George Washington Carver Elementary School serves 803 and Northwestern Middle School serves 537 students, and both serve families who qualify 100% for the free or reduced fee lunch program.

According to the U. S. Census (2016), Jacksonville is the 12th most populous city in the nation with 926,255 residents – having grown 5.35% in just the past five years. This has exacerbated the devastating effects of poverty with declining budgets and fewer resources per family. Low per capita income of \$26,543 is underscored with 21.6% of all families with children living in poverty and 43.6% of female-headed households living in poverty (Census, 2016) Furthermore, when you consider the geographic area served by the schools and the Club, these figures present an even more desperate situation. When considering the 32206 zip code, the per capita income drops to \$15,553 which is underscored by 66.9% of all families with children living in poverty and 73.3% of female-headed households living in poverty (Census, 2016) The Celebration Boys & Girls Club and neighboring schools are located in a part of Jacksonville with high crime



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neighborhoods, and well known for crime, gangs and poverty. Within a mile radius from the Club, where children from these neighboring schools live, there were 1,104 crimes reported within the last year (JSO – Crimemapping.com) According to data collected by the U. S. Department of Education and the Center for Disease Control, some of the most common indicators of an **at-risk** status are: living in poverty; living in a household with a single parent; coming home to a house with no adult supervision between 2 and 7 p.m.; having an adverse childhood experience such as abuse or domestic violence; having a family member who is drug addicted; or having a family member who is incarcerated. Unfortunately, as indicated above children served by these schools and the Celebration Club fall into more than one of these categories.

Both George Washington Carver Elementary School and Northwestern Middle Schools **risk factors** include: Title 1, disadvantaged with 100% students receiving free and reduced lunch, and school grades both falling D to F schools at time of this application. Percentages of students receiving satisfactory level or higher in all end of year school scores (FDOE 2017-18 Baseline Federal Percent of Points Index) are as follows: English Language Arts/Writing (George W. Carver Elementary 12% & Northwestern Middle 15%), Mathematics (46 & 41%), and Science (23 & 6%). These scores are significantly lower than the district and state averages. BGCNF accounted for these low percentages when determining programming, objectives and expected outcomes for our Science, Technology, Engineering, Arts, Math + Literacy (STEAM+L) learning at our Celebration Club. After reviewing this data and programming with school administrators and key community stakeholders, all were eager to support this initiative since afterschool academic-based programs in the areas served don't currently exist.

The data collected highlighted **four key areas of improvement** with the targeted schools: (1) high number of at-risk families served by targeted schools; (2) high number of students at-risk for academic failure in English, Math and Science; (3) inadequate levels of parent involvement; and (4) poor fitness and lifestyle choices due to economic boundaries.



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Closing the Gaps: The program is designed to address each identified need: (1) academic remediation/homework help to address student progress; (2) integrated reading and writing activities (literacy) to support ELA academic achievement; (3) STEAM to address science and math deficiencies with a blend of visual arts and photography (“A” in STEAM); (4) physical exercise and education to create healthier students; and (5) adult-family member services.

To further strengthen student academic and adult-family member program, BGCNF conducted a Needs Assessment Survey early July 2019 with parents of children who attend the targeted schools. The assessment revealed that 100% of the parents would participate in an adult-family program if it was available to them. 40% of respondents did not have their High School Diploma. Adult-family members had an interest in technology skills, job skills, parenting classes and GED classes. Therefore, our Adult-Family Member Schedule and programming reflects complementing programs to serve these needs. For their students, the adult-family members indicated they were highly interested in STEAM+L activities and exercise.

Community partners such as Celebration Church, Tim Callahan Inspiration Foundation and Shepherd’s Gate support students and adult-family members of socio-emotional, cultural, diversity and other well-being initiatives, a bases for improvements across all ages.

3.3 Dissemination of Information (5)

Upon discussion with adult-family members during the needs assessment stage, most do not have access to computers or emails. Therefore, our project director disseminates information via informational flyers, parent & family orientation packages and signage at the Clubs. Staff entertains questions and lead people to our BGCNF 21st CCLC portion of the website and provide Club tours when necessary.

Within 5 days of receiving notice of funding, our www.bgcnf.org website will be updated to included details of the Project Celebration STEAM+L 21st CCLC grant, including program descriptions, addresses, links of feeder schools, hours of operation, contact for the program directors and site coordinators, and a copy of the approved grant narrative. Our website



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administrator updates the site at least once a month to highlight student progress and special projects.

3.4 Target Population, Recruitment and Retention (10)

Target Population

As part of this grant proposal, BGCNF serves students who meet the priorities for the 21st CCLC program. Specifically, our project director works with George Washington Carver Elementary and Northwestern Middle School administration to target students who have received less than satisfactory scores on their end of year exams during the 2018/19 school years and those who are currently receiving less than a “c” grade and/or those who are in the lowest 25th percentile within enrollment. We target students from 1st through 5th grades at George W. Carver Elementary and students 6th – 8th grade at Northwestern Middle Schools.

Research shows that students begin to disengage with formal education as early as the fourth and fifth grades. Students who are disengaged from school are no longer motivated to succeed in school – it is no longer what they see as meaningful or important. Unfortunately, disaffected and disengaged students also influence their peers to disengage – and generally engage with negative activities. Such students are likely to be retained; to fail to earn enough credits; to perform poorly on state assessments; and to fail to graduate on time (America’s Promise Alliance, 2017). We have structured our grant and program to serve George Washington Carver Elementary and Northwestern Middle students with Science, Technology, Engineering, Arts, Math and Literacy programming so that we can reach this core group as identified in the needs assessment so that they can not only prosper, but also extend the power of the grant by becoming a positive influence for their peers.

Boys & Girls Clubs of Northeast Florida and Celebration Club staff strive to secure an environment to serve children with special needs including those who might be homeless, English language learners, physical, psychological, sensory or learning disabilities, and/or those with attention



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behavior concerns. BGCNF and our staff work with every individual student so that they are not excluded from the program and are safely accommodated.

Recruitment and Retention

The recruitment and retention of the most at-risk students and those most in need of 21st CCLC services is conducted through established relationships with George Washington Carver Elementary and Northwestern Middle School as identified in this response. The primary strategies to be used to recruit and retain targeted students for enrollment and to achieve consistent, long-term participation in the 21st CCLC program are achieved by involving students, parents and school principals and teachers from the very beginning, including through the development of this application. The recruitment strategy has the additional benefit of strengthening our ongoing relationship with the school day, meeting the needs not only of students but of teachers and the schools.

Recruitment

- Reach out to adult-family members of students served at Celebration Club. Follow up with all who provided phone numbers on the needs assessment and ask them to tell their friends and family members about the Club and programs.
- Have staff recruit potential students directly through events, relationships and unique entry points to reach students in the schools.
- Encourage current Celebration members to recruit their fellow student friends.
- Create recruitment activities designed to target potential students that align with Celebration's programming.
- Ask teachers and the principal to give referrals for the program.
- Secure a list of school events and have BGCNF Celebration Club staff members attend.
- Based on test scores released in summer 2019, identify and target specific students and their families, using personal invitations and contacts.



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Retention

Particularly with secondary students, we acknowledge that 21st CCLC activities must be extremely compelling to not only attract but retain such students. Students have many options and our intent – and a strong suit of BGCNF – is to incite students to continue to choose our programs. We:

- Poll students to secure feedback and preferences for enrichment.
- Create excitement around the STEAM+L programming to engage students.
- Communicate with parents to follow-up student absences of more than two days in the 21st CCLC program, including helping parents to solve attendance barriers.
- Routinely share information about the 21st CCLC programs to parents as they pick up their children and integrate information to keep their children engaged as part of our adult-family member program activities.
- The Project Director and assigned teachers regularly collaborate with the schools to be certain that academic learning objectives and materials are shared.
- Work directly with school administration in time of need to retain a student.
- Staff ensure that support is given to students with different learning styles.

3.5 Time and Frequency of Service Provision for Students & Adult-family Members (5)

The following information is included in this proposal:

- Site Profile Worksheet
- Sample afterschool, early release, non-school & summer days
- Adult-family planning schedules

Adult-family Member Program Activities

Areas Covered: Engaging adult-family members

Duration: All Year - Afterschool and early Summer, 7 (1-2 hour) sessions

Assessment: 80% of adult-family members of currently enrolled 21st CCLC programs demonstrate involvement in their student's education.



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Boys & Girls Clubs of Northeast Florida (BGCNF) has a full-time skilled Adult-family Services Coordinator who focuses on delivering Adult-family Member Services for this 21st CCLC site. The programs focus on environments to foster engaging adult-family member student relations with an emphasis of **counseling and mental health resources while having fun!** (A full schedule and outline are included in the Priority Points section of this RFP grant application.) To improve adult-family member engagement with student outcomes, our program consists of sessions that teach adults how to assist student with homework help, engagement, counseling and mental health and resources according to the schedule and outline below. Session times range from 1 – 2 hours each. **Resource Nights** cover the following areas of interests expressed in Adult-family Member Services Needs Assessments executed when writing the Celebration STEAM+L Grant. Sessions include community speakers and resources who cover the following topics to help the Adult-family Members Succeed in the following areas: Mental Health, Technology Skills, Job/Interview Skills, Parenting Classes, Literacy Classes, and GED Classes.

Project Celebration STEAM + L Adult-family-Member Schedule

Session 1	Year 1: Orientation & Expectations – Parent/Student Welcome to the 21 st CCLC Programming 2019/20 School Year. / Years 2 -5 p.m. Resource Night
Session 2	Thanksgiving Dinner – Children Mental Health Awareness Night Mental Health Resource Night
Session 3	Annual Christmas Gathering – Back to the Dinner Table Program Adult-family Member Counseling & Mental Health
Session 4	Is your home set up for a positive study environment? Resource Night
Session 5	Helping your student with study skills
Session 6	Plugged In



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Adult-family Member Counseling and Mental Health Resource Night

Session 7

Orientation & Expectations 2020/21 School Year

Parent/Student Welcome to 21st CCLC Programming

3.6 Program Evaluation (10)

Evaluation is a critical component of Project Celebration STEAM+L. Boys & Girls Clubs of Northeast Florida (BGCNF) values the opportunity to learn from an 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. BGCNF finance, operations and development/grants administration staff meet weekly to discuss process improvements based on data. Our team understands the important role of a 21st CCLC evaluator and is prepared to make adjustments based on data outcomes.

BGCNF intends to contract with Ethica, LLC, for evaluation services. Ethica, LLC is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research. Ethica's senior partners, Dr. Cheryl Sattler and Dr. John Lockwood, have over 50 combined years of experience providing independent, actionable evaluations and data collection support to school districts, non-profit organizations, and education companies, including several current 21st CCLC grantees. They are experts in survey construction, both quantitative and qualitative research, and understand the realities of working with school systems and students. Ethica is particularly well-known for its useable information. While meeting all reporting guidelines necessary for state and federal government, Ethica strives to provide the kind of practical information that assists program directors in refining their programs and increasing student success. Neither Ethica nor Drs. Sattler or Lockwood have any relationship to Boys & Girls Clubs of Northeast Florida.

Evaluation Activities – In order to provide a comprehensive overview both programmatic activities (typically measured qualitatively) and the academic benchmarks that are a core component of 21st CCLC (typically measured quantitatively), the evaluation utilizes a mixed-method approach.



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Data collection begins with the needs assessment, measuring the extent to which those needs are met through appropriate project objectives, and ensuring that appropriate data are collected to enable thorough analysis. Based on extensive research on afterschool programs, the following variables are included in the evaluation: characteristics and demographics of program sites; program operations; demographics of participants; program structure and activities; program attendance; academic achievement in English/Language Arts, Math, and Science; non-cognitive outcomes such as resiliency; school attendance; family activities; and family engagement. All of these require collecting data – but the hallmark of a well-designed evaluation is that it provides information at the points where decisions need to be made, without interfering with the program itself or taking time away from students. Therefore, Ethica LLC conducts its evaluation work in a non-intrusive manner, utilizing site visits (to observe programs in operation), personal surveys and interviews with program staff (outside of program time), and parent surveys (if feasible) as well as family focus groups in addition to analyzing the quantitative data that is collected from the District. Three key points in time are most relevant for a program to receive evaluation recommendations: (1) when a new program is starting up, to refine measures and objectives and to ensure that the needs identified in the needs assessment are clearly linked with program activities; (2) at mid-year, when mid-term academic data are available, so that programs can make mid-course corrections; and (3) at the end of each year, when the program can be shaped for the upcoming year. The proposed evaluation provides recommendations at these three key points, as well as through regular, ongoing communication with program staff. Formative evaluation (January) provides an initial look at the program's implementation, comparing the plan with what is taking place; and (2) summative evaluation (August) provides reporting of student progress as defined by the grant objectives. The evaluation focuses 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 measure and improve outcomes, and discontinue or modify activities that show limited value. The external evaluator is responsible for the design of all



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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 are analyzed with descriptive statistics, while qualitative data are analyzed thematically.

As part of the program evaluation effort, BGCNF has an Advisory Board at Celebration Club. The Advisory Board comprises of 12-15 members containing at least two parents, one student, one school-day teacher and members of the non-profit, private sector and governmental agencies that meets twice yearly. Our Advisory Board reviews evaluation reports, program operations and sustainability and review and discuss current or future program needs and concerns, program operations and active recruitment of resources to implement the sustainability plan.

3.7 Approved Program Activities (20)

Project Celebration STEAM+L engages students in the Science, Technology, Engineering, Arts (Visual & Photography), Math and Literacy areas. STEM and STEAM have become popular vehicles for youth activities. We view them as the organizing framework for a variety of activities to challenge, captivate, and motivate students. We have added literacy to specifically acknowledge that literacy is the building block for students' current and future success. Without literacy – academic, personal, and technological – students cannot thrive in today's society.

During a typical week, George Washington Carver Elementary and Northwestern Middle School students actively engage in their English, Math and Science classes. After school, the students ride the bus to the Celebration Boys & Girls Club to participate in additional academic enrichment through ***Project Learn*** and engage in project-based and experiential learning environments with our STEAM + L programming as outlined below. Please see our sample after school, early release, non-school, and summer schedules in the Site Profile to follow our students in a typical week.

Project Learn – (An Evidence-Based Program) Boys & Girls Clubs of America



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Areas Covered: Academic Learning, Homework Help, Academic Enrichment

Duration: Afterschool and Summer– 5 hours weekly

Assessment: School grades, Algebra scores, Graduation rates

To ensure that members achieve great futures, BGCNF implements ***Project Learn***, an evidence-based Boys & Girls Clubs of America (BGCA) targeted program. Participation in this program has shown to help drive academic success for youth. Highlights of the program include:

- Homework help for students so that they develop a daily habit of completing assignments and preparing for class;
- Individual or small group tutoring to help youth gain proficiency and to excel in needed subject areas;
- Regular implementation of high-yield activities, in which youth participate in fun, intentional activities designed to expose young people to skills and information needed for school success;
- School-Club-family partnerships to support youth academically; and
- Recognition of all members for their academic achievements.

When young people enjoy learning and feel a sense of accomplishment, they are more likely to finish school and go on to post-secondary education or additional job training- and to become the lifelong learners we want them to be. ***Project Learn*** was developed by BGCA to engage young people in learning, encourage them to succeed in school and help them become lifelong learners. This program helps drive positive outcomes for youth in the academic success by allowing participating youth to receive the following benefits: Individualized, structured learning experience; Improved attitude toward learning in the school and afterschool; Self-paced and self-directed learning; Practical application of skills taught in the classroom; Remedial support as needed; Improved self-esteem; Improved grades in school; and Improved behavior.

i-Ready (Literacy and Math) / Achieve 3000



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<i>Areas Covered:</i>	Academic Learning focused on Literacy and Math, Homework Help, Academic Enrichment
<i>Duration:</i>	Afterschool and Summer– 5 hours weekly
<i>Grades:</i>	1 st – 8 th
<i>Assessment:</i>	School grades (math & reading), Improvements in reading and math levels within the i-Ready assessment platform, Graduation rates

i-Ready is an online assessment and intervention program based on the latest current research in both literacy and mathematics. The diagnostic exam students take three times a year is an accurate indicator of progress on learning standards as well as a predictor of performance on the student state assessment. This diagnostic exam sets an individualized course of study in both language arts skills and math that supports each student in their next steps of learning. This individualized course of study can then be supported through both small group, adult-led intervention and reteaching along with practice online in an individualized manner. Students across the nation are using this program and achieving greater results than students who are not using this program. Duval County School District, which includes George Washington Carver Elementary and Northwestern Middle Schools, has adopted this program as its online progress monitoring tool as well as primary intervention for students needing further Tier 2 and 3 assistance.

In full collaboration with the needs of students at George Washington Carver Elementary and Northwestern Middle Schools, 60 students begin five hours of academic learning and measurement through the i-Ready technology platform guided by certified teachers. During that same time, students participate in experiential math and literacy fun, through innovative gaming and programs

Social-Emotional Learning

<i>Areas Covered:</i>	Self Awareness
<i>Duration:</i>	All Year - Afterschool, Summer 1 – 1 ½ hours weekly



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Grades: 1st – 8th

Assessment: Observational assessment

Programs: Blended Model: Sanford Harmony and SMART social-emotional learning

Harmony Program (Sanford Harmony)

The Harmony Program tackles three important concepts to keep in mind in the area of social-emotional learning. The first concept is the idea of relationship competency, which describes how each individual comes to school with varying experiences and levels of relationship competency, such as social and emotional skills, and relationship-oriented cognitions and affect (i.e., the feelings a student may have about forming relationships with others). These feelings shape how comfortable students feel in classrooms and may have an impact on school related activities. When many students have high levels of relationship competency, social harmony is enhanced. Second, the students' peer relationship experiences and contexts are important considerations. Peer relationships are multifaceted and complex. Whereas some relationships exist in pairs, others exist in group settings. Some relationships are more positive than others and vary in strength of relational ties. Social harmony is most likely to occur when these relational ties are positive, and greater interconnectedness is experienced in healthier school environments. The concept of interconnectedness is important and implies that there is less likelihood that a student will experience isolation or loneliness.

SMART Moves family of programs (Boys & Girls Clubs of America)

We must keep our students safe so that they may learn. We must teach our students how to stay safe so they can succeed. The *SMART Moves* family of programs assist youth in resisting alcohol, tobacco and other drugs and premature sexual activity and to overcome obstacles that impede their development in leading successful lives and achieving their goals. Through age-appropriate modules, *SMART Moves* provides youth with the knowledge, skills and self-esteem to help them make healthy choices and practice responsible behaviors, which includes avoiding the use of alcohol, tobacco and other drugs and postponing sexual activity. Modules include:



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SMART Kids (ages 6 to 9 years)

The primary messages are:

- Our bodies are priceless and allow us to accomplish our dreams.
- Young people should avoid risky behaviors and situations, including involvement with alcohol, tobacco and other drugs.

Start SMART (ages 10 to 12 years)

The primary messages are:

- Preteens should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal, these substances are potentially harmful to bodies and minds that are still developing. “Responsible use” is not an option.
- Preteens should postpone sexual involvement and practice abstinence first because that is the best way for young people to avoid the risks of pregnancy and sexually transmitted infections (STIs).

Personal Enrichment – Arts & Culture

Visual Arts & Photography

Areas Covered: Arts

Duration: Afterschool and Summer 1 – 2 hours weekly

Grades: 1st – 8th

Assessment: Participation, observational assessments

If students in our afterschool programs are participating in the arts, they will be excited to “practice” and learn more to improve their skills. Engaging students early-on may inspire them to achieve great heights in the Arts. BGCNF is committed to providing programs, experiences and initiatives that allow all youth to access imagination and creativity to express themselves and build connection with others in their community. Every student is unique allowing staff to visually observe each student’s performance. Arts programming falls under these two areas:



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

BGCNF partners with the BGCA National Photography Program. This program is designed to help members go beyond snapshots and develop skills to take photographs that can really impact the viewer. The current popularity and accessibility of photography makes it a powerful means to engage youth of all ages in creative programming, while simultaneously teaching them skills they will use for the rest of their lives. For some youth, photography opens a door to creative self-expression that no other art form allows. Others may discover a career path.

The National Photography Program includes a unique mix of program materials to help Club staff fully understand the concepts they are teaching to young people.

- National Photography Program Facilitator's Guide contains instructions for facilitating seven different activities that teach youth a series of photography skills.
- Instructional Videos for staff demonstrate how to facilitate each activity to a group of youth, allowing staff to understand and practice the skill on their own before facilitating it to youth.
- How-To Videos for Teens

Dropout Prevention & College / Career Readiness

<i>Areas Covered:</i>	Dropout Prevention
<i>Duration:</i>	All Year - Afterschool, Summer 1-hour weekly
<i>Grades:</i>	6 th – 8 th
<i>Assessment:</i>	Pre, Post and Mid-year assessments
<i>Programs:</i>	Career Launch (Boys & Girls Clubs of America)

Career Launch is Boys & Girls Clubs of America's (BGCA) career exploration and job readiness program for teens. *Career Launch* is an important targeted program aligned to help



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members achieve our Movement's Formula for Impact priority outcome of academic success. *Career Launch* builds on the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report that identifies the skills and knowledge required for meaningful and productive work in today's labor market. Although the commission completed its work in 1992, their findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. How You Can Make a Difference Boys & Girls Clubs are uniquely positioned to make a difference in the future workforce by providing their members with opportunities to explore a variety of career options, to make sound educational decisions and to practice job readiness skills. What the Experts Say According to the Bureau of Labor Statistics, 21.3 million jobs will be added to the national workforce by 2012. As baby boomers begin transitioning into retirement and leaving the workforce in large numbers, a need for new, skilled and trained workers is crucial. Couple this with concerns about globalization and offshoring of jobs; even more critical are the increasing numbers of youth who are not graduating from high school. This is at a record 45-50% among some groups, leaving them unskilled and untrained. The workforce deficit is unlikely to be filled by the upcoming generation that has been referred to as "technopeasants" – youth growing up in a world of high tech with low reading, math and problem-solving skills. The goal of this session is to help Clubs increase members' academic success through goal setting, career exploration and job readiness.

Triple Play – A BGCA Research-based Program

<i>Areas Covered:</i>	Health & Nutrition / Exercise
<i>Duration:</i>	Afterschool and Summer – ½ to 1-hour weekly
<i>Grades:</i>	1 st – 8 th Grades
<i>Assessment:</i>	Visual Observation / Demonstrate

Whole-Child Development

Triple Play: A Game Plan for Mind, Body and Soul (BGCA) is a dynamic wellness program that



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is designed to help youth create opportunities to take charge of their personal health and wellness. Triple Play delivers on the belief that whole child health fosters young people's ability to gain diverse knowledge, skills, and protective factors that enable them to overcome barriers and thrive in adulthood. Through fun and engaging activities, the program delivers health education and programming that promotes the importance of physical activity and proper nutrition. It also focuses on the underlying causes that negatively impact health by enabling youth to develop life-long skills that are foundational to their present and future success.

Demonstrated Outcomes

Youth who participate in Triple Play report double-digit increases in physical activity, improved eating habits and improved relationships with their peers, which have all been linked to positive long-term health outcomes. The metrics are even more significant when considered how health behaviors during adolescence can impact health in adulthood. The program focusses on three main areas:

- *Healthy Habits (Mind)*: Addresses the ways an individual's health behaviors are influenced by personal beliefs and exposure to positive modeling. In addition to nutrition education, activities focus on helping youth assess, practice, identify, consider, and recognize health behaviors and messages.
- *Daily Challenges (Body)*: Intentional focus on physical literacy: Ability - Increasing capability in basic movement skills and overall fitness; Confidence -the knowledge of the ability to play sports or enjoy other physical activities and Motivation- the intrinsic enthusiasm for physical activity for members to be physically active for life.
- *Social Recreation (Soul)*: Emphasis on social and emotional development, or the social, cognitive, and behavioral skills that youth need to be healthy and productive. There is an explicit focus on emotional regulation, healthy relationships (with self and others), and responsible decision-making.

STEM and Robotics



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Areas Covered: Science, Technology, Engineering and Math (STEM)

Duration: Afterschool and Summer– 1-2 hours weekly

Grade Level Served: 1st – 8th Grades

Assessment: Assessments, Tests, Competitions

Exposure to science, technology, engineering and math is critical during the elementary years, when student's natural curiosity drives interest and builds capacity for success in these disciplines. Curiosity becomes exploration, and exploration becomes innovation – and innovators are America's future.

BGCNF has partnered with STEM 2 HUB to develop a pipeline of diverse talent by supporting STEM and strategic education programs and initiatives that align to the business needs of industry. This partnership provides volunteers to assist and train staff in STEM programming and the robotics programs. Support and guidance are given to encourage students to compete in regional STEM competitions in robotics, coding, physics and medicine.

Students start with building blocks and, at each stage in their STEM journey, add new engineering elements and design challenges all the way through programmable robotics. Students begin with fundamentals like how to make things strong and how to make things move. As students mature, they are introduced to concepts that apply mechanical and structural engineering; Computer Aided Design and 3D Printing; the mechanical, programmable, and sensor driven aspects of robotics; and integrated STEM projects that explore professional design cycles.

In addition to the STEM 2 HUB robotics experience, staff uses elements of nationally recognized STEM curriculum and resources from the Boys & Girls Clubs of America *Everything STEM*, a research-based program to provide additional enrichment for elementary students.

3.8 Applicant's Experience and Capacity (2)

BGCNF staff has experience with managing federal grants with FDOE 21st CCLC, HUD – Community Development Block Grants, USDA food and FDOH grants and numerous other city and foundation grants.



Celebration Club - Project Celebration STEAM+L Scope of Work - Narrative



Our development team is made up of six (6) individuals at executive, grants administration and community stakeholder levels. An organizational chart is included in this RFP application to show our organizational leadership and support structure. Upon receipt of monitoring and audit activities, BGCNF finance, operations and grants administration staff collaborate weekly through meetings and discussions to effectively evaluate, monitor and adjust programs, train staff, and make necessary improvements. BGCNF effectively manages three (3) 21st CCLC Grants at two (2) of our Clubs serving over 300 children. At least 10 staff members have engaged in 21st CCLC training and development activities. We are prepared and excited about this opportunity to serve more students in our afterschool programs.

Surveys, questionnaires, among other informative data-based assessment tools are issued to the program participants. Staff reviews the data and makes adjustment to programming as needed to enhance student outcomes. Our on-going relationship with the school administration to review the goals of the school improvement plans monthly is critically important to implementing program changes to drive student grade improvements.

Organizational background: Boys & Girls Clubs of Northeast Florida (BGCNF) is a member of Boys & Girls Clubs of America – the United States’ most effective youth development organization. BGCA has been ranked as the top national, youth serving organization, according to the Chronicle of Philanthropy’s Top 400 list of philanthropies for the past 18 years. BGCNF works to help young people of all backgrounds develop the qualities they need to gain skills, experience positive peer influence and improve their academic success. For over 50 years, BGCNF has provided quality afterschool programming to our community’s disadvantaged youth. BGCNF has demonstrated its capacity to operate afterschool services since the Laurence F. Lee Boys & Girls Club opened in May 1966. The agency currently operates 24 Clubs in Duval County and one (1) Club in St. Johns County, each strategically placed to serve over 5,000 at-risk youth every year. To accomplish its mission in the community, BGCNF utilizes 325+ employees, 200 volunteers, a Board of Governors and an annual revenue of \$9.3 million. BGCNF has successfully



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applied for, received and administered between \$2 and \$4 million in federal, state and city grant awards each year for over fifteen years.

BGCNF is financially managed by a Board of Governors and administered by the President and the Vice President of Operations. The agency is fiscally sound and has received audits with no significant findings for the past several years.

3.9 Staffing & Professional Development (5)

Staffing - The administrative staff at Celebration Club are extremely experienced in leading, managing and delivering programs serving youth. Our Directors of Grant Administration – Programming oversees the sites and trains staff to run and fully execute all 21st CCLC program requirements. Our Program Director (PD) is responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner, including monitoring of programs goals, objectives, and activities. The PD provides leadership and planning necessary to provide high quality 21st CCLC programming for students and families for 21st CCLC. The PD ensures communication between the 21st CCLC sites, teachers, principals, community partners, advisory committee and support staff; and facilitate all staff trainings. In addition, our Celebration Club employs three (3) certified teachers who collaborate and complement academic learning with the schools; three (3) Youth Development Specialists, one is designated our STEM program lead; a family program coordinator; and a program specialist who oversees data collection and programming. All team members receive training to meet the objectives of the RFP. Our BFCNF organizational and proposed Celebration Club organizational charts are provided in this RFP Application.

Professional Development - All 21st CCCL teachers, program instructors, and other 21st CCLC staff are trained on elements of the grant including the funding priorities and provisions of academic, project-based and experiential learning methods and activities in culturally appropriate ways. Staff gain a sound understanding of the program design, need, and effective



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teaching methodology of the 21st CCLC program, and the measurable objectives and activities to be offered to our students and their adult-family members to ensure that the offerings address community needs. Weekly staff meetings are held that include a training element. Monthly agency-wide training programs occur to keep staff aligned with the goals and objectives of the grant and to enhance student experiences and outcomes via our programs. BGCNF's

Professional Development Plan for Staff – Inclusive of evidence-based socioemotional

curriculum or in mental health first aid is attached in the Priority Points section of this RFP

BGCNF staff will attend the mandatory FDOE state-wide workshops and rely on the guidance of our Boys & Girls Clubs of Florida Alliance liaison to advise us on specialized trainers in key areas of need. All 21st CCLC staff will meet all the required certification requirements and processes of all necessary licenses required by BGCNF, the Duval County School District and of the 21st CCLC Program.

3.10 Facilities (5)

Project Celebration STEAM+L is hosted at Celebration Club at 5010 Cleveland Road Jacksonville, a 4,200 square foot full-service Club complete with 6 multi-purpose classrooms, a large room for meals and 4 acres of outdoor fields to serve the programming spaces and requirement needs in this grant. Our Celebration Boys & Girls Club is fully accessible to all students and family members in our Jacksonville community.

Celebration Club meets the Boys & Girls Clubs of America capacity guidelines and is positioned to handle growth. Celebration Club is located within a 2-mile radius of George Washington Carver Elementary and Northwestern Middle School and in close proximity to student's homes.

Celebration Club provides the necessary occupancy certificate and DCF Childcare Lisc. Exemption form during the budget and technical review process.

3.11 Safety and Student Transportation (5)

BGCNF takes the safety and security of the youth we serve very seriously. Our 21st CCLC program staff undergo a FDLE Level II screening and meet all the certification requirements and



Celebration Club - Project Celebration STEAM+L Scope of Work - Narrative



possess the necessary licenses as required by BGCNF, DCPS and 21st CCLC. BGCNF conducts random drug tests and background checks are conducted annually after hire. Staff undergoes screening as required by the Jessica Lunsford Act. BGCNF adheres to all district safety and hiring regulations.

Safety procedures/onsite: Students are enrolled at the 21st CCLC by having a parent or guardian fill out a detailed membership form. The form gathers contact information, medical information, employment information, demographic information and socioeconomic information. Students sign themselves in and out each day, which provides the monthly attendance records, as needed. Adult-family members are encouraged to pick up their children from the Club each day. Should a parent or guardian not be available to pick their child up at the end of the day, we require that the parent sign a release form and provide an authorized list of individuals for pick-up with proof of identity. BGCNF has a detailed Parent Handbook which includes safe practices and expectations. Our Clubs and teams are compliant with CPR, First Aid, and ongoing in-house and other trainings. BGCNF's safety manual and guidelines addresses a myriad of other safety issues. BGCNF does maintain a small fleet of buses that circulate to/from schools and off-site activities. All Club vehicles undergo regular safety inspections to help prevent safety hazards.

Student travel to and from center – the Celebration Boys & Girls Club is located within two miles from the targeted schools. Bus transportation is provided from George Washington Carver Elementary and Northwestern Middle Schools to the Celebration Club during all afterschool and early release dates listed in the Site Profile Worksheet. The Club maintains a list of members who ride the bus from each school and utilize that list to ensure successful member pick up at the school location.

3.12 Partnerships, Collaboration and Sustain inability (8)

3.12.a. Partnerships

A Partner's Table and complementing letters of commitment are included in this RFP Response.



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It takes a village to raise a child. (African proverb) BGCNF believes this and acts accordingly. The proposed 21st Century Community Learning Center has multiple partnerships at its heart, allowing each partner to do what they do best and giving students the benefits of each. Below is a brief explanation of our partners and their role in supporting our Project Celebration STEAM+L application.

George Washington Carver Elementary and Northwestern Middle Schools - Partner will assure collaboration and communication, referrals and access to the school principal & administration staff to help meet the academic objectives 1 – 4b. School grades and FSA Scores will be provided as part of this partnership

Celebration Church - Partner will provide resources to help the Adult-family Members of the students serve. Celebration Church will be a Resource provider to help achieve the goals in the Adult-family Member Services area.

SHEPHERD'S GATE - Partner will assist with socio emotional and mental health curricula and resources for the students served at the Club.

STEM 2 Hub - Partner will provide guidance and training to staff on how to run effective robotics, technology and STEM Programs.

Tim Callahan Inspiration Foundation, LLC - Partner will assist with the youth development in the sports and exercise area per the Letter of Commitment attached in this grant.

3.12.b Collaboration

The Duval County School District, George Washington Carver Elementary and Northwestern Middle Schools have strong collaboration and vision. They view the 21st CCLC as a key opportunity to enhance their school grades via academic improvements in their students. BGCNF staff interfaced with the George Washington Carver Elementary and Northwestern Middle School principals and school district staff to seek and implement innovative programming in the afterschool space. Our on-going collaboration includes the sharing of student data, including report card grades, standardized test scores, attendance and behavior records. And, BGCNF



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hires certified teachers from George Washington Carver Elementary and Northwestern Middle Schools to provide continuity with the school day including before school and afterschool programs. Throughout the school year, our project director, teachers and school administration meet to discuss student performance and identify areas to further engage in academic enrichment and to evaluate continued alignment with the George Washington Carver Elementary and Northwestern Middle School improvement plans.

3.12.c. Sustainability

One of the main purposes of this funding is to create an innovative program that is both high-quality and sustainable after the end of federal funding. We understand that the 21st CCLC grant is designed to front-load key programming expenditures to allow for successful continuation in those years federal funding is no longer available. BGCNF Board of Governors and our Celebration Advisory Board members are deeply committed to the success of this program at the Celebration Club and to the Jacksonville community.

Stakeholders are invited to join the Celebration Club 21st CCLC Advisory Board, to help ensure the integrity of implementation, operations, and sustainability after the grant. The Board guides the design, implementation evaluation and expansion of resources. Through this process, the Board consider a diverse portfolio of strategies to marshal resources critical to long-term sustainability (e.g. maximizing, accessing and leveraging diverse fiscal and in-kind resources; cultivating supportive partnerships and community support; collecting/using data to demonstrate program effectiveness. The Board agenda focuses on current and future needs, operations, reporting, resources for the sustainability plan.

Fundraising at all levels include: Annual Capital Campaigns, Jacksonville event fundraisers, board donations, corporate outreach and grants. We proactively pursue any and all available sources of private and public financial support for our effort to sustain serving the 60 George Washington Carver Elementary and Northwestern Middle school students. BGCNF includes sustainability funding strategies in our long-range plan.

Cohort 18 (2019-20) RFP Scope of Work/Narrative Addendum

Agency Name:	The Boys & Girls Clubs of Northeast Florida	Project Number:	16N-2440B-0PCC7
Program Name:	– Project Celebration STEAM+L		

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

This change includes: Additions ~~Deletions~~ Both

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

3.6 Program Evaluation (10)

DELETION

~~Evaluation is a critical component of Project Celebration STEAM+L. Boys & Girls Clubs of Northeast Florida (BGCNF) values the opportunity to learn from an 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. BGCNF finance, operations and development/grants administration staff meet weekly to discuss process improvements based on data. Our team understands the important role of a 21st CCLC evaluator and is prepared to make adjustments based on data outcomes.~~

~~BGCNF intends to contract with Ethica, LLC, for evaluation services. Ethica, LLC is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research. Ethica's senior partners, Dr. Cheryl Sattler and Dr. John Lockwood, have over 50 combined years of experience providing independent, actionable evaluations and data collection support to school districts, non-profit organizations, and education companies, including several current 21st CCLC grantees. They are experts in survey construction, both quantitative and qualitative research, and understand the realities of working with school systems and students. Ethica is particularly well-known for its useable information. While meeting all reporting guidelines necessary for state and federal government, Ethica strives to provide the kind of practical information that assists program directors in refining their programs and increasing student success. Neither Ethica nor Drs. Sattler or Lockwood have any relationship to Boys & Girls Clubs of Northeast Florida.~~

~~Evaluation Activities – In order to provide a comprehensive overview both programmatic activities (typically measured qualitatively) and the academic benchmarks that are a core component of 21st CCLC (typically~~

measured quantitatively), the evaluation utilizes a mixed method approach. Data collection begins with the needs assessment, measuring the extent to which those needs are met through appropriate project objectives, and ensuring that appropriate data are collected to enable thorough analysis. Based on extensive research on afterschool programs, the following variables are included in the evaluation: characteristics and demographics of program sites; program operations; demographics of participants; program structure and activities; program attendance; academic achievement in English/Language Arts, Math, and Science; non-cognitive outcomes such as resiliency; school attendance; family activities; and family engagement. All of these require collecting data—but the hallmark of a well-designed evaluation is that it provides information at the points where decisions need to be made, without interfering with the program itself or taking time away from students. Therefore, Ethica LLC conducts its evaluation work in a non-intrusive manner, utilizing site visits (to observe programs in operation), personal surveys and interviews with program staff (outside of program time), and parent surveys (if feasible) as well as family focus groups in addition to analyzing the quantitative data that is collected from the District. Three key points in time are most relevant for a program to receive evaluation recommendations: (1) when a new program is starting up, to refine measures and objectives and to ensure that the needs identified in the needs assessment are clearly linked with program activities; (2) at mid-year, when mid-term academic data are available, so that programs can make mid-course corrections; and (3) at the end of each year, when the program can be shaped for the upcoming year. The proposed evaluation provides recommendations at these three key points, as well as through regular, ongoing communication with program staff. Formative evaluation (January) provides an initial look at the program's implementation, comparing the plan with what is taking place; and (2) summative evaluation (August) provides reporting of student progress as defined by the grant objectives. The evaluation focuses 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 measure and improve outcomes, and discontinue or modify activities that show limited value. The external evaluator is 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 are analyzed with descriptive statistics, while qualitative data are analyzed thematically.

~~As part of the program evaluation effort, BGCNF has an Advisory Board at Celebration Club. The Advisory Board comprises of 12-15 members containing at least two parents, one student, one school day teacher and members of the non profit, private sector and governmental agencies that meets twice yearly. Our Advisory Board reviews evaluation reports, program operations and sustainability and review and discuss current or future program needs and concerns, program operations and active recruitment of resources to implement the sustainability plan.~~

ADDITION

Program Evaluation

QUALIFICATIONS: During the course of the creation of the 2019-2020 application for 21st CCLC programming, the Boys & Girls Clubs of Northeast Florida (BGCNF) performed a competitive bid process to select a new independent evaluator to assist in the continuous improvement of the 21st CCLC program. The selected evaluator has agreed to oversee all aspects of program evaluation, including formative, summative, and data analysis and reporting to both the FLDOE and USDOE (to the extent allowed by the FLDOE). The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. All BGCNF employees, officers and agents are free from any real or apparent conflict of interest with the selected firm.

EVALUATION PLAN AND ACTIVITIES: Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model¹. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the majority of education programs). In essence, this model evaluates programs in “real time”, embracing the plethora of complex interactions between various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.)². The evaluation plan is further enhanced with the Utilization-Focused Evaluation (to support developmental evaluation), which frames

¹ Patton, M. Q. (1994). Developmental evaluation. *Evaluation Practice*, 15(3), 311-319.

² Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.

evaluation to focus on actionable results (rather than static numbers)³. Overall, these approaches form a system-oriented evaluation with emphasis on knowledge integration and communication of results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

DATA COLLECTION, MAINTENANCE, AND REPORTING: The BGCNF agrees to provide all necessary data to complete the state and federal evaluation reporting requirements. Data will include all student demographics, state standardized tests (from all prior and current years), student report card 'grades', diagnostic results on all students, and a variety of other data used for the evaluation process. The program will collect and provide all required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. All

³ Patton, M. Q. (2008). *Utilization-focused evaluation*. Sage publications.

data will be entered directly by the program into the EZReports system, as required by the FLDOE (which no longer allows evaluators to enter any data for the program).

COORDINATION OF EVALUATION ACTIVITIES: The evaluation process will be coordinated with program staff, students, family members, and other stakeholders. Program staff will be provided training by administrators on how to use the evaluation findings to inform decisions at the classroom and site levels, while also using ongoing data assessment to drive differentiated instruction within the broader project-based learning plans. Students, parents, and stakeholders will be part of the Advisory Board and will help inform program content that drives the evaluation of program processes and impact. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EXAMINING PROGRAM IMPACT: A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by August 15) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using FL Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

USE AND DISSEMINATION OF EVALUATION RESULTS: Distribution will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. If requested, up to monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and

progress of individual students. For formative/summative evaluations, evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in addressing and refining any identified concerns within the complex and evolving system of the 21st CCLC program. In addition, all 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations will be shared with all stakeholders electronically (e.g., administrators, parents, partners) to share information/ encourage feedback. To inform the community, evaluation results will be uploaded to the 21st CCLC website.