


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Boys & Girls Clubs of Central Florida, Inc.	2 PROJECT NUMBER 48E-2443B-3P003
3 PROJECT/PROGRAM TITLE Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) <p style="text-align: right;">TAPS 23B030</p>	4 AUTHORITY 84.287C 21st CCLC ESSA Title IV, Part B USDE or Appropriate Agency FAIN#: S287C220009
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2022 - 07/31/2023 Program Period: 08/01/2022 - 07/31/2023
7 AUTHORIZED FUNDING Current Approved Budget: \$375,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$375,000.00	8 REIMBURSEMENT OPTION Reimbursement with Performance
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>07/31/2023</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2023</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2023</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2022</u> Last date for receipt of invoice : <u>07/31/2023</u> 	
10 DOE CONTACTS Program: Andria Cole Phone: (850) 245-0649 Email: Andria.Cole@fldoe.org Grants Management: Unit B (850) 245-0735	<div style="display: flex; justify-content: space-between;"> <div> Comptroller Office Phone: (850) 245-0401 </div> <div> UEI#: WJB3VLNFI517 FEIN#: F590951887008 </div> </div>
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. The Department's approval of this contract/grant does not excuse compliance with any law. 	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> 12 APPROVED: <div style="text-align: center;"> <i>Andria G. Cole</i> <hr style="width: 100%;"/> Authorized Official on behalf of the Commissioner of Education </div> </div> <div style="width: 45%; text-align: center;"> 4.10.23 <hr style="width: 100%;"/> Date of Signing </div> <div style="width: 10%; text-align: right;">  </div> </div>	

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: 21 st Century Community Learning Centers Program (21 st CCLC) TAPS NUMBER: 23B030	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Boys & Girls Clubs of Central Florida, Inc. –Walt Disney World Clubhouse Administrative Office: 101 E. Colonial Drive Orlando, FL 32801		Project Number (DOE Assigned) 48E-2443B-3P003						
C) Total Funds Requested: <div style="text-align: center; font-size: 1.2em;">\$375,000</div> <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Mack Reid, COO Fiscal Contact Name: Seksit Niltub, Director of Finance </td> <td style="width: 40%;"> Telephone Numbers: 407-841-6855 (office for both) 407-808-3789 (cell for Mack Reid) 239-293-7737 (cell for Seksit Niltub) </td> </tr> <tr> <td> Mailing Address: 101 E. Colonial Drive Orlando, FL 32801 </td> <td> E-mail Addresses: mreid@bgccf.org sniltub@bgccf.org </td> </tr> <tr> <td> Physical/Facility Address: 5211 Hernandez Drive Orlando, FL 32808 </td> <td> DUNS number: 064820293 FEIN number: 59-0951887 </td> </tr> </table>		Contact Name: Mack Reid, COO Fiscal Contact Name: Seksit Niltub, Director of Finance	Telephone Numbers: 407-841-6855 (office for both) 407-808-3789 (cell for Mack Reid) 239-293-7737 (cell for Seksit Niltub)	Mailing Address: 101 E. Colonial Drive Orlando, FL 32801	E-mail Addresses: mreid@bgccf.org sniltub@bgccf.org	Physical/Facility Address: 5211 Hernandez Drive Orlando, FL 32808	DUNS number: 064820293 FEIN number: 59-0951887
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Physical/Facility Address: 5211 Hernandez Drive Orlando, FL 32808	DUNS number: 064820293 FEIN number: 59-0951887							
CERTIFICATION <p>I, <u>Gary W. Cain</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> E) Signature of Agency Head </td> <td style="width: 30%; vertical-align: bottom; text-align: center;"> _____ President & CEO Title </td> <td style="width: 30%; vertical-align: bottom; text-align: center;"> _____ 5 / 16 / 2022 Date </td> </tr> </table>			E) Signature of Agency Head	_____ President & CEO Title	_____ 5 / 16 / 2022 Date			
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Department of Education's General Education Provisions Act (GEPA)

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

In the text area below, please provide a brief narrative outlining how your program will meet the requirements outlined in Section 427 of the General Education Provisions Act (GEPA).

Boys & Girls Clubs of Central Florida's (BGCCF) 21st Century Community Learning Centers (CCLC) will target, recruit and provide academic enrichment opportunities for students who attend Title I high-poverty and low-performing schools. Enrollment and attendance data will be collected to assess the program's effectiveness in reaching the targeted students and adjustments will be made to recruitment efforts to ensure the program is serving the students proposed in the approved grant application. The BGCCF 21st CCLC program will also provide the families of participating students with personal enrichment activities, along with constructive ways for them to participate in their children's lives. Families will be informed of available activities with flyers, calendars of events, and posters; Clubs will develop information materials so that they can be understood by all learners in the community. The curriculum, other instructional and support materials used in the 21st CCLC program will be culturally sensitive and relevant to the needs of the targeted population served by the program and its community. BGCCF will continuously assess, improve and adapt the program materials and activities based on the specific needs and students and family members as they participate in the program. BGCCF is committed to ensuring that there are no barriers to equitable access or participation in the 21st CCLC (or any B&GC) program, and has incorporated the following statement of policy:

BGCCF does not unlawfully discriminate on the basis of race, color, creed, pregnancy, religion, sex, national origin, age, disability, veteran status, or marital status. In accordance with the Americans with Disabilities Act, BGCCF also makes reasonable accommodations so that all programming is accessible to students and staff with disabilities.

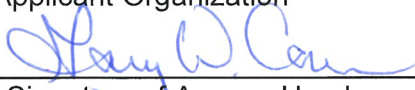
BGCCF prohibits the harassment of any individual on any of the bases listed above. This policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs. For purposes of this policy, impermissible harassment includes verbal, physical, and visual harassment; solicitation of sexual favors; unwelcome sexual advances; and creating or maintaining an intimidating or hostile work environment. It is the responsibility of every manager and employee to conscientiously follow this policy. Any employee who violates this policy is subject to discipline up to and including discharge.

Finally, BGCCF makes no discrimination in admissions or determination of enrollment and every Club maintains an inclusive membership policy - all youth are welcome.

Prior to working with students in the 21st CCLC program, all staff members will receive training in these policies and in recognizing and effectively correcting any occurrence that may prevent access to, or participation in, the program.

Boys & Girls Clubs of Central Florida, Inc.

Applicant Organization



Signature of Agency Head

President & CEO

Title

1/10/23
Date Signed

Section D

Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Authority for Data Collection: 20 USC 1232e (a)

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b).” The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the “General Assurances” section.

Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

Certification:

I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

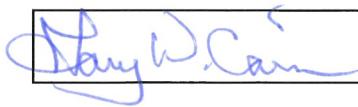
Boys & Girls Clubs of Central Florida	48 - E	Gary W. Cain, President & CEO
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Typed Agency Name

Agency Number

Typed Name and Title of Authorized Official
(Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.

	5 / 10 / 2022	407-841-6855
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Signature (must be original)

Date

Area Code/Telephone Number

2022-23 21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier. (DC)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (DC)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act. Activities must be based in evidence that shows that the students will meet challenging State academic standards. (DC)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (DC)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. (DC)

Supplemental Meals

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (DC)

Students with Special Needs

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. (JK)

For Federal Programs - General Education Provisions Act (GEPA)

A concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs was submitted with the proposal. For details refer to Section 427 of GEPA, Public Law 103-382, at www2.ed.gov/fund/grant/apply/appforms/gepa427.doc. (JK)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (JK)

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (JK)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (JK)

Records Retention

The subrecipient will retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. (JK)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). (JK)

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other

emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards. (BGC)

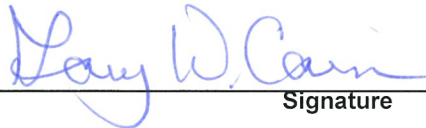
Suspension of the Grant

The department may suspend or terminate the grant with 30 days notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (BGC)

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (BGC)

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

Agency Name	Boys & Girls Clubs of Central Florida, Inc.
Agency Head or Authorized Agency Representative	 Signature
	Gary W. Cain Printed name
Title	President & CEO
Date	5/16/22
Phone No.	407-841-6855
Email	gcain@bgccf.org



**Assurance of Providing Equitable Services for Private Schools
(Private School Participation)**

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

- (a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

First, we download a list of all private schools within our Walt Disney World Clubhouse's geographical area from the FLDOE website. Then we send an email to the principal of each private school on this list, introducing Boys & Girls Clubs of Central Florida and the 21st CCLC program at our Walt Disney World Branch. We also tell the principal that any students attending that private school who normally would have attended Mollie Ray, Pine Hills or Ridgewood Park Elementary Schools are eligible to attend the Walt Disney World 21st CCLC program. We include a link to the 21st CCLC webpage of Boys & Girls Clubs of Central Florida's website, where the principal or any interested parents can go for additional information. This email encourages the principal or interested parents to contact the 21st CCLC Senior Project Director and/or the Walt Disney World Clubhouse's Service Director. Interested parents are also directed to the OCPS Find Your School App on the OCPS homepage to determine if their home address qualifies their child for this service. 21st CCLC staff will independently verify that the student's home address is in the Mollie Ray, Pine Hills or Ridgewood Park Elementary Schools' target areas after the principal and/or parents have contacted them. Once it has been determined that the student qualifies, the parents will be invited to come to the Walt Disney World Branch for a tour and to register their student as a Club member and a 21st CCLC participant. At that point, a private school verification form is completed by the Senior Project Director and signed off on by both parents and Senior Project Director. The registration process is then complete.

- (b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

We don't have an exact number, but during the RFP process, we send out a letter to all of our private school principals provided in the private school directory via the school district. We invite them to participate in the program. This typically happens in early August. We will relay any information regarding policies (i.e., facial coverings, social distancing) due to COVID-19 and our capacity. When we hear back from principals we can better gauge participation and numbers.

**Florida 21st Century Community Learning Centers (21st
Program Year 2022-23**



We can say that typically, we welcome at our Walt Disney World Clubhouse approximately 10-12 private school students into its 21st CCLC program each year.

(c) The places and times that the students will receive benefits under the program.

For the 2022-23 grant proposal, all services will be provided at the Walt Disney World Clubhouse. Program hours will be as follows: on 176 after school days, Mondays, Tuesdays, Thursdays and Fridays from 3:30PM - 6PM and Wednesdays from 2:30PM - 6PM. On 7 school vacation days and for 34 Summer days in 2023, our program will operate from 8:30AM – 5:30PM.

(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

There will be no differences. Our Walt Disney World Clubhouse will provide the same services to both public and private student.

☐ Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

Agency Name: Boys & Girls Clubs of Central Florida

**Agency Head or Authorized
Agency Representative**

Signature

Gary W. Cain
Printed name

Title: President & CEO

Date: 5/16/22

Phone No. 407-841-6855

Email: gcain@bgccf.org

Vendor/Subrecipient Determination for Federally Funded Programs

Non-State Organization: Boys & Girls Clubs of Central Florida

Non-State Organization Type:

☐ State/Local Government

☐ Public Edu. Agency (LEA/College/University)

☒ Nonprofit

☐ For-Profit

Federal Program Administering Agency: US Department of Education

CFDA No. (Catalog of Federal Financial Assistance No.): 84-287C

Contract No. 48E-2443B-3P003

Contract Agreement Period: From 08/01/2022 To 07/31/2023

Part A: Check either Vendor or Subrecipient based upon an analysis of the defining characteristics for each.

1. Vendor (check all that apply):

- ☐ Provides the goods and services within normal business operations
- ☐ Provides similar goods or services to many purchasers
- ☐ Operates in a competitive environment
- ☐ Provides goods or services that are ancillary to (in support of) the operation of the Federal program
- ☐ Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons

2. Subrecipient (check all that apply):

- ☒ Determines who is eligible to receive what Federal assistance
- ☒ Has its performance measured in relation to whether objectives of a Federal program were met
- ☒ Has responsibility for programmatic decision making
- ☒ Is responsible for adherence to applicable Federal program requirements specified in the Federal award
- ☒ Uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity

Part B: Conclusion.

Use of judgment in making determination. In determining whether an agreement between your agency and another organization casts the latter as a subrecipient or a contractor, the substance of the relationship is more important than the form of the agreement. All of the characteristics listed above may not be present in all cases, and your agency must use judgment in classifying each agreement as a subaward or a procurement contract. (2 C.F.R. Part 200.330(c))

Based on your analysis of the responses to Part A indicate your evaluation of the organization for this contract:

(check one)

☒ **Subrecipient**

☐ **Vendor**

Comments:

Completed by:

Contakia E. Hester
(Signature)

Contakia E. Hester
(Name)

Assistant Program Chief
(Title)

3.2.2023
(Date)

NOTES:

- (1) This checklist is a tool for individuals managing contracts to determine a provider's status as either a Vendor or a Subrecipient as defined in 2 C.F.R. Part 200.330.
- (2) 21st CCLC subrecipients are not permitted to issue sub-awards. If you determine that the relationship between your agency and another non-federal entity casts the latter as a subrecipient you must take steps to correct this area of non-compliance.



21st Century Community Learning Centers



2022-2023 Scope of Work

Agency Name: Boys & Girls Clubs of Central Florida

Project Number: 48E-2443B-3P003

Program Name: Walt Disney World

Section 1: Project Abstract/Summary

Boys & Girls Clubs of Central Florida's Walt Disney World 21st CCLC, 5211 Hernandez Drive, Orlando 32808 serves 101-150 youth (K-5) during school year and summer. Program operates 3:30-6PM Mondays-Tuesdays-Thursdays-Fridays, 2:30-6PM Wednesdays. Afterschool begins 8/10/22, ends 5/26/23. Summer operates 8:30AM-5:30PM M-F 6/5/23-7/21/23. ESSA approved activities include multi-tiered evidence-based ELA/Literacy, MATH, STEM academic interventions aligned to individualized student needs; Healthy/Active Lifestyles TRIPLE PLAY/HEALTHY HABITS programs (Fitness/Nutrition/Meditation-Positive Self-Esteem); SMART Moves drug/violence prevention programming; Academic Enrichment such as Culinary, Robotics, Kinds of Heat/Energy Classes. AFMS include Strengthening Literacy Skills to Improve Jobs Prospects, Building Good Credit towards Homeownership, Family Counseling, Mental Health Support.

Section 2: Site Level Funding

See FRG in attachments.

Section 3: Applicant Capacity

	Number of Years	Dates of Operation
21st CCLC	10+	2010-present
Federal Funding	10+	2001-present
Other Types	10+	1944-present

Boys & Girls Clubs of Central Florida (BGCCF) has EXTENSIVE EXPERIENCE providing expanded learning opportunities, using federal funding, and operating 21st CCLC programs for over a decade, as detailed below. In addition to the nationally recognized programming that we implement for prevention of risky behaviors, mentoring, character & leadership development, and education & career development, we adapt new programming using best practices in order to meet the needs of the low-income communities that we serve.

EXPANDED LEARNING OPPORTUNITIES: Since 1944, our Clubs have offered youth who live in under resourced communities daily after-school and full-day summer programs with a wide range of expanded learning opportunities. Our guidance-oriented character development programs emphasize educational achievement, career exploration, drug and alcohol avoidance, health and fitness, gang and violence prevention, cultural enrichment, leadership development, and community service. BGCCF's carefully crafted programming is constantly evolving to meet the specific needs of the many communities we serve, and more recently the pressing challenges of our post-Covid world, and Covid-related learning loss.

Examples of recently introduced learning opportunities:

WORKFORCE ALLIANCE FOR YOUTH (WAY), a program that works with community partnerships to educate our members about promising career fields and to invite them to shadow in the workplace;

JOYFUL LITERACY, a custom curriculum developed by renowned literacy expert Dr. Rosemarye Taylor (University of Central Florida), is helping to change the way our Club members view reading, setting them up for future academic success and creating a culture of literacy throughout our Clubs.

SOCIAL EMOTIONAL DEVELOPMENT programming provided by nationally certified and trained staff is helping Club members to manage emotional upheaval and overcome trauma by teaching youth how to develop coping strategies that will serve them a lifetime.

YOUTH ARTS INITIATIVE provides our members with high-quality arts programming and experiences that most no longer have access to in their schools, allowing them to participate in hands-on skills-building all taught by Practicing Professional Teaching Artists. We offer multiple art mediums such as Fine Arts, Graphic Design, Photography & Filmmaking, and movement arts such as dance, ballet and theater.

EXTENSIVE EXPERIENCE MANAGING FEDERAL FUNDS:

We have decades of experience administering and monitoring federally-funded grants received from the following: Florida Department of Agriculture (Summer Food Service Program) since 2015; U.S. Department of Justice since 2001 (Florida Department of Juvenile Justice, Office of Juvenile Justice & Delinquency Prevention [OJJDP] Juvenile Mentoring Programs); US Department of Education (Florida Department of Education 21st Century Community Learning Centers) since 2010; ARRA funding through Boys & Girls Clubs of America; US Department of Housing & Urban Development (Orange County Community Development Block Grant annually since FY 2000-01, City of Kissimmee Community Development Block Grant FY 2005-09). Additionally, we manage awards from: Osceola County Government (annually since 2007); US Department of the Treasury since 2020 (Coronavirus Relief Funds passed through Early Learning Coalition, Lake County Government, Heart of Florida United Way, Orange County Government, and Seminole County Government) and our USDA Food Program.

EXTENSIVE EXPERIENCE OPERATING 21ST CCLC PROGRAMS:

During FY 2011-2016, BGCCF successfully implemented four (4) 21st CCLC grants at five (5) sites. In 2016 we were awarded three (3) new 5-year grants to implement 21st CCLC programs at three (3) Orange County sites through 2021 (extended through 2022 due to Covid-19 pandemic). In 2018, our organization was awarded an additional 5-year grant through 2023 to implement a 21st CCLC program at our Levy-Hughes Clubhouse in the Parramore neighborhood of downtown Orlando. In late 2017, BGCCF took over Club operations in Lake County after Boys & Girls Clubs of Lake & Sumter Counties merged under the BGCCF charter and dissolved officially in 2018. As a result, BGCCF became responsible for the rest of the 5-year contract of their 21st CCLC located at Spring Creek Charter School in Paisley, Florida, Lake County.

Regarding the current grant application, Walt Disney World Boys & Girls Club currently operates a 21st Century program and has done so since 2011.

Section 4: Building Your Program Team

For WDW Club, we sent an invitation out to administration at all four target schools, community volunteers, longtime supporters at Full Sail University, community stakeholders, current parents and students at our Club, and Board Members in order to form our Program Team.

The majority of our team members have been affiliated with our organization and many of them with our 21st Century program specifically, from serving as volunteers, former employees, faculty at our target schools, involved community members and other key stakeholders who have a vested interest in the success of our afterschool program and mission to build GREAT FUTURES for our students.

For example, we've had a long and fulfilling relationship with Full Sail University – they've provided us with world-class STEAM experiences for our youth, a variety of tech field skills building from music to coding and gaming with Full Sail Labs as well as professional development for our teachers. Dr. Holly Ludgate has committed to participating on our Program Team for 4 years to help guide the STEAM and college and career focuses of our grant – serving as the member from a POST-SECONDARY INSTITUTION.

Patricia Sylvester is a faculty member from Mollie Ray E.S. She and Colita Smith, faculty member from Pine Hills Elementary and their Parent Engagement Liaison, will be our ADMINISTRATIVE REPRESENTATIVES FROM TARGET SCHOOLS. Both share a unique knowledge of our Club member parents will help drive attendance at our AFMS sessions which will result in higher levels of engagement and retention with our youth. Ridgewood Park Elementary provided their long standing School Secretary and Bookkeeper – Melissa Pratt to fulfill their administrative support of our program. Their current acting Principal (OCPS Assistant Principal of the Year 2023) Rebecca Yedvobrnick aims to provide our program with the most consistent leverage her school can offer for prompt continuous growth and collaboration to support the needs of students.

We have two STUDENT REPRESENTATIVES who are pleased to sit on the Program Team: 1) Ranell George from Ridgewood Elementary. Ranell is a 5th grader, plays the drums at his church and is our WDW Club's Junior Youth of the Year. He is an honor roll student and has younger brothers that attend our Clubhouse. 2) Amira Freeman attends Mollie Ray Elementary as a 5th grader. Amira is one of four siblings, all of whom attend the Boys & Girls Club. She carries a happy disposition and earns great grades as well. Her favorite area is our life skills area which she takes upon herself to tidy and make neat daily. Our additional PARENT REPRESENTATIVES (2) include the parent of our Junior Youth of the Year Ms. Nyalie William-George. Her well rounding approach to raising children, resulted in a well-rounded educated son that maintains a stability and a joy to learner and helping others. Mollie Ray parent Marida Dipre is our TARGET COMMUNITY STAKEHOLDER. She supports the needs of her family by holding down two (2) full time jobs. Our program allows her access to meet the immediate needs of her family by our

ability to maintain a safe, caring and supportive environment in our after school program.

Tammy Speed-Hefner LMHC, MSW serves as OCPS' lead mental health expert and brings over 20 years of experience working with Title I families and schools to increase academic outcomes by addressing social-emotional barriers at the school, household, community levels. She has committed to serving on our Program Team for 4 years. Speed-Hefner will SERVE AS OUR MEMBER FROM THE SCHOOL DISTRICT, advocating for the Eatonville community which she has worked in for many years.

Jaison Radcliff and Andrew Browne Program Director & Education Director of Form2Fashion rounds out our dynamic program team as they represent and will serve as our MEMBERS FROM THE COMMUNITY. After starting their educational-based Sewing Program seven (7) years ago, these thriving business leaders in our community provide a perspective that encompass the intent of our program model and represent the power using a skill to create wealth and sustainable income for yourself and family.

Our Senior Project Director for 21st CCLC held team calls with each member in order to introduce them to the work and expectations of this advisory board. We formulated a program team intake form that outlines the duties and expectations of each member of the board. Those letters are attached and signed by each member of the program team. It is our hope that each team member will bring their unique skills, perspectives and talents to guide the program for the next four years. We were happy to be able to meet with them personally and garner their commitment. Their letters are attached.

Section 5: Engaging Stakeholders

ENGAGING STAKEHOLDERS: KEY COMMUNITY MEMBERS

Before building our survey, our internal team discussed our previous years' stakeholder surveys, spoke with our primary 21st Century staff—including our teachers, program assistants, Club Directors and held some focus groups with the youth to gain an overall gauge on how our current grant is going. We took this internal feedback into our group discussions, led by our Senior Project Director (SPD), in order to shape the current proposal.

Our SPD engaged our existing 21st CCLC Advisory Board, local target school PRINCIPALS, current PARENTS and STUDENTS attending our program, and PARTNERS who have invested their time at our Club to ensure we had their buy-in and that they desired for

us to move forward with our competitive application. We wanted the chance to hear from them about emerging and persistent needs in the community's children and families. These discussions have informed the program model we are proposing to Florida Department of Education.

SURVEY – GAUGING AND CONFIRMING THE NEED FOR THE 21ST CCLC

The surveys overwhelmingly show a need that matches the services our program will provide. Our 21st CCLC program addresses academic deficits and gaps in community resources – there is no other youth development afterschool program nearby and accessible to the youth we serve. We have built high impact activities for ELA/LITERACY, MATH, SCIENCE, HEALTH/FITNESS, DRUG/VIOLENCE/RISKY BEHAVIOR PREVENTION, and more. If this program were to go away, Pine Hills youth would be left completely without an afterschool program.

SURVEY RESULTS

In preparation for designing our program, we surveyed the local parents, students and teachers at our Club facility, school and community. The surveys overwhelmingly show a need that matches the services our program addresses. Our 21st CCLC program addresses academic deficits and gaps in community resources – there is no other youth development afterschool program nearby and accessible to the youth we serve. If this were to go away, Pine Hills youth would be left without an afterschool program of this caliber.

We collected surveys from our three target schools and received roughly 20% of responses. From the PARENTS surveyed, the highest needs that emerged are: nearly 100% named “Understanding Reading Concepts”; 78% “Understanding Science Concepts” and 97% named “Understanding Math Concepts” and 46% of parents and youth identified “Understanding Teacher Instructions” as a topic their children “are struggling with during the school day.” This guided our AFMS activity “Literacy Lingo: Understanding Academic Language” so that our teachers and trainers could educate parents on what their children need to know to be successful in the classroom.

55% of parents/students surveyed from the target schools said “staying out of trouble” was a struggle for their children during the day and that participating in a Boys & Girls Club 21st Century program would be a benefit. 100% of parents scored “5” out of 5 in response to both whether or not their children needed an afterschool and 4.99 for

needing a summer program. (Based on Likert Scale 1-5 where 100% of respondents scored “5” on “understanding math concepts” for example).

Additional enrichments that parents/students identified as what they WANTED to see in an afterschool/summer program were: 95% Health/Fitness; 75% Drug/Violence Prevention; 93% Music/Art/Cultural Programs among others.

42% of TEACHERS and FACULTY responded to our SURVEY (45 out of 98 teachers, Know Your Schools Portal). Their responses overwhelmingly expressed a need for ELA/MATH interventions. Average score was 4.9 that the community and their schools NEED a 21st CCLC afterschool program and a 4.87 out of 5 for NEED of a summer program (Survey Item: “On a scale from 1 to 5 (5 being the highest need) do you or your students NEED an afterschool/summer program?”).

--98% said their youth struggled with “Understanding Reading Concepts”

--89% said their students struggled with “Understanding Math Concepts”

--59% said their students struggled with “Understanding Teacher Instructions”

In regards to ADDITIONAL ENRICHMENTS that our teachers believe “students need in an afterschool and summer program”: 90% checked ENGINEERING or SCIENCE, FITNESS, 95% MUSIC/ART/CULTURAL PROGRAMS, and 99% of teachers checked either VIOLENCE PREVENTION AND/OR BEHAVIOR/SOCIAL SKILLS.

Our program design and activities were built to meet these expressed Pine Hill community needs which these well-timed surveys allowed us to confirm and garner valuable feedback.

Section 6: Assessing Program Needs

BGCCF’s Walt Disney World Branch in Pine Hills (WDW) has served one of the oldest primarily African American neighborhoods in Orlando, for more than 60 years, providing students at three Title I elementary schools—Mollie Ray, Pine Hills and Ridgewood Park—with afterschool, holiday and summer vacation academic and personal enrichment programming. This neighborhood is large and diverse, in recent years become home to many Caribbean cultures, Colombian, Haitian and small family businesses thrive. In 2021, our Walt Disney World Clubhouse, despite COVID-related capacity restrictions, we served 300 diverse youth living in and around Orlando’s Pine Hills neighborhood: 53% were boys and 47% girls. 70% were African American, 16%

Haitian, 5% Multi-Racial and 6% Hispanic. 73% came from households with reported annual income of less than \$40,000, 60% came from single-parent households and 95% were eligible for free or reduced school lunch. (BGCCF KidTrax Demographics).

Orlando's Pine Hills community is one of the most underserved communities in Orange County, Florida. This becomes clear through recent community demographics. The median household income in Pine Hills is \$38,112, in comparison to metro-Orlando's \$70,800. A staggering 34% of Pine Hills households live below the poverty line. (FFIEC Geocoding 2021, Retrieved from <https://geomap.ffiec.gov/FFIECGeocMap/GeocodeMap1.aspx> and US Census Bureau, 2021). The Pine Hills neighborhood also struggles to overcome a negative reputation, plagued as it is with consistently high crime rates that are 77% over the national average and particularly high juvenile crime rates according to local Orange County law enforcement.

These obstacles the underserved youth of Pine Hills face daily have been compounded over the past year by the ongoing COVID-19 health. Students were forced to spend months engaged in online learning. This, not surprisingly, was easier for some than for others. While students from other more middle- to high-income communities had the advantage of access to the Internet, more frequent adult supervision, online tutoring services and personal laptops, the students from these low-income Pine Hills households struggled to find the resources necessary to participate in these types of learning opportunities.

Studies now show such under-resourced youth had more difficulty staying on task than their well-off peers, with disparities especially pronounced in low-income Black and Hispanic communities. All three elementary schools our WDW Branch serves had very high minority populations in 2020-21—98% at Mollie Ray and Ridgewood Park and 97% at Pine Hills. In a recent analysis on academic effects due to COVID-19 by McKinsey & Company, white students fell behind 1-3 months during school closures while students of color fell behind 6-12 months. The study also estimated that COVID-related losses among kindergarten to 12th-grade students will reduce their lifetime earnings by between \$61,000 and \$82,000.

These pandemic-related learning losses have been particularly significant for the underserved Mollie Ray, Pine Hills and Ridgewood Park Elementary students served by

our WDW Club. According to the Know Your Schools website, total LEARNING GAINS in ENGLISH LANGUAGE ARTS (ELA) at Mollie Ray, Pine Hills and Ridgewood Park Elementary Schools dropped 1, 25 and 21 percentage points, respectively, over the past two school years. Specifically, from 2018-19 to 2020-21, while ELA LEARNING GAINS were essentially flat at Mollie Ray, they dropped from 54.9% to 30% at Pine Hills and from 51.3% to 30.7% at Ridgewood Park. African American students were the only SUBGROUP of students for which this website provided data over all three elementary schools. ELA Learning Gains drops were significant at all three schools. For this SUBGROUP, from 2018-19 to 2020-21, ELA Learning Gains dropped from 43.3% to 30.5% at Mollie Ray, from 54.8% to 26.6 at Pine Hills and from 50.4% to 30.4% at Ridgewood Park. Data for the Hispanic SUBGROUP was provided for Ridgewood Park alone. At that one school ELA Learning Gains for this SUBGROUP dropped from 52% to 30.8% over the same time period.

Total students' MATHEMATICS LEARNING GAINS slipped precipitously at Mollie Ray, Pine Hills and Ridgewood Park Elementaries, falling 27, 40 and 52 percentage points, respectively. Specifically, from 2018-19 to 2020-21, MATH LEARNING GAINS dropped from 55.9% to 29.2% at Mollie Ray, from 58.7% to 19% at Pine Hills and from 65.4% to 13.3% at Ridgewood Park. Once again, African American students were the only SUBGROUP of students for which this website over all three elementary schools, and once again, this SUBGROUP showed a significant drop at Mollie Ray and Pine Hills Elementaries, and an extremely high drop at Ridgewood Park. For this SUBGROUP, from 2018-19 to 2020-21, ELA Learning Gains dropped from 53.6% to 29.2% at Mollie Ray, from 59.9% to 19% at Pine Hills and from 64.1% to 10.9% at Ridgewood Park. Data for the Hispanic SUBGROUP was provided for Ridgewood Park alone. At that one school MATH Learning Gains for this SUBGROUP dropped from 65.3% to 19.2% over the same time period.

Additionally, 2020-21 FLORIDA STANDARDIZED ASSESSMENT (FSA) results for students at these three elementary schools, many of whom are served by our WDW Branch, show how the pandemic and community obstacles combined to negatively affect these youngsters' academic success:

-Approximately three-quarters or more of all students at Mollie Ray, Pine Hills and Ridgewood Park—82%, 79% and 74% respectively—are struggling to read proficiently. According to SUBGROUP data, 85% of African American students and 72% of Hispanic

students at Mollie Ray, 79% of both African American and Hispanic students at Pine Hills and 77% of African American and 81% of Hispanic students at Ridgewood Park are having the same reading difficulties. Critically, only 18%, 21% and 29% of Mollie Ray, Pine Hills and Ridgewood Park 3rd graders, respectively, were able to attain a score of 3 or higher on their ELA FSA. According to the Annie E. Casey Foundation, one in six children who are not reading proficiently in third grade fail to graduate from high school on time, a rate four times greater than that for proficient readers.

-65%, 79% and 81% of total students at Mollie Ray, Pine Hills and Ridgewood Park Elementaries, respectively—including 70%, 78% and 85% of African American students, and 46%, 79% and 72% of Hispanic students, respectively—were unable to score a 3 or better on the MATH FSA.

-SCIENCE results showed similar learning struggles, with 66%, 69% and 88% of all students at Mollie Ray, Pine Hills and Ridgewood Park Elementaries, respectively—including 71%, 68% and 84% of African American students, respectively—failing to achieve a proficiency score of 3 or better. There were no Science results data provided for Mollie Ray, but Science results for the Hispanic students at Pine Hills and Ridgewood Park Elementaries tells a similar tale, with 79% (Pine Hills) and 92% (Ridgewood Park) unable to score a 3 or better on the SCIENCE FSA.

Mollie Ray had a School Grade of C in 2015-16, then improved to a B School Grade in 2016-17, before falling back to a C Grade in years 2017-19. In 2020-21, this feeder school to our WDW Club was once again identified as a TARGETED SUPPORT & IMPROVEMENT (TS&I) School, with three (3) UNDERPERFORMING STUDENT SUBGROUPS: African American students - 30%, Students with Disabilities – 18% and Economically Disadvantaged students – 33%. As of March 28, 2022, for the 2021-22 school year, 37/362 or 10% of Mollie Ray students exhibited the early warning indicator of having an ATTENDANCE record of less than 90%; this is a lower level of chronic ABSENTEEISM than the 36% (139/391) of Mollie Ray students recorded in the 2020-21 school year. According to <https://www.safeschoolsforalex.org/fl-school-safety-dashboard/> Mollie Ray had a VERY HIGH Violent Incident Level in 2019-20—12 incidents per 100 students—with offenses in Fighting, Physical Attacks and Threats/Intimidation. 100% of this TITLE I school's student population is considered ECONOMICALLY DISADVANTAGED and is eligible for FREE/REDUCED LUNCH. (Mollie Ray 2021-22 Schoolwide Improvement Plan; Know Your Schools, School Report Card for Mollie Ray

Elementary. Retrieved from

<https://edudata.fldoe.org/ReportCards/Schools.html?school=0791&district=48> .)

After receiving a D School Grade in 2015-16, Pine Hills improved to and maintained a School Grade of C through 2018-19. In 2020-21, this feeder school to our WDW Branch was once again identified as a TARGETED SUPPORT & IMPROVEMENT (TS&I) School, with five (5) UNDERPERFORMING STUDENT SUBGROUPS: African American students - 23%, Hispanic students – 22%, ELL students – 21%, Students with Disabilities – 5% and Economically Disadvantaged students – 22%. As of March 28, 2022, for the 2021-22 school year, 110/600 or 18% of Pine Hills students exhibited the early warning indicator of having an ATTENDANCE record of less than 90%; this is a lower level of chronic ABSENTEEISM than the 28% (158/565) of Pine Hills students recorded in the 2020-21 school year. According to <https://www.safeschoolsforalex.org/fl-school-safety-dashboard/> Pine Hills had a VERY HIGH Violent Incident Level in 2019-20—4.6 incidents per 100 students—with offenses in Physical Attacks, Harassment and Threats/Intimidation. 100% of this TITLE I school's student population is considered ECONOMICALLY DISADVANTAGED and is eligible for FREE/REDUCED LUNCH. (Pine Hills 2021-22 Schoolwide Improvement Plan; Know Your Schools, School Report Card for Pine Hills Elementary. Retrieved from <https://edudata.fldoe.org/ReportCards/Schools.html?school=0621&district=48> .)

Ridgewood Park Elementary had a C School Grade in 2015-16, dropping to a D School Grade in 2016-17 before improving to a C Grade in school years 2017-19. In 2020-21, this feeder school to our WDW Branch was once again identified as a TARGETED SUPPORT & IMPROVEMENT (TS&I) School, with five (5) UNDERPERFORMING STUDENT SUBGROUPS: African American students - 20%, Hispanic students – 25%, ELL students – 16%, Students with Disabilities – 8% and Economically Disadvantaged students – 21%. For the 2020-21 school year, 136/395 or 34% of Ridgewood Park students exhibited the early warning indicator of having an ATTENDANCE record of less than 90%; this is a higher level of chronic ABSENTEEISM than the 21% (94/435) of Ridgewood Park students recorded in the 2020-21 school year.

According to <https://www.safeschoolsforalex.org/fl-school-safety-dashboard/> Ridgewood Park had a VERY HIGH Violent Incident Level in 2019-20. In this case, while there were only 1.5 violent incidents per 100 students, with offenses in Bullying and Threats/Intimidation, there was one (1) incident of Arson and two (2) incidents of

Disruption on Campus/Weapons Possession. 100% of this TITLE I school's student population is considered ECONOMICALLY DISADVANTAGED and is eligible for FREE/REDUCED LUNCH. (Ridgewood Park 2021-22 Schoolwide Improvement Plan; Know Your Schools, School Report Card for Ridgewood Park Elementary. Retrieved from <https://edudata.fldoe.org/ReportCards/Schools.html?school=1431&district=48>.)

SURVEY RESULTS

In preparation for designing our program, we surveyed the local parents, students and teachers at our Club facility, school and community. The surveys overwhelmingly show a need that matches the services our program addresses. Our 21st CCLC program addresses academic deficits and gaps in community resources – there is no other youth development afterschool program nearby and accessible to the youth we serve. If this were to go away, Pine Hills youth would be left without an afterschool program of this caliber.

We collected surveys from our three target schools and received roughly 20% of responses. From the PARENTS surveyed, the highest needs that emerged are: nearly 100% named “Understanding Reading Concepts”; 78% “Understanding Science Concepts” and 97% named “Understanding Math Concepts” and 46% of parents and youth identified “Understanding Teacher Instructions” as a topic their children “are struggling with during the school day.” This guided our AFMS activity “Literacy Lingo: Understanding Academic Language” so that our teachers and trainers could educate parents on what their children need to know to be successful in the classroom.

55% of parents/students surveyed from the target schools said “staying out of trouble” was a struggle for their children during the day and that participating in a Boys & Girls Club 21st Century program would be a benefit. 100% of parents scored “5” out of 5 in response to both whether or not their children needed an afterschool and 4.99 for needing a summer program. (Based on Likert Scale 1-5 where 100% of respondents scored “5” on “understanding math concepts” for example).

Additional enrichments that parents/students identified as what they WANTED to see in an afterschool/summer program were: 95% Health/Fitness; 75% Drug/Violence Prevention; 93% Music/Art/Cultural Programs among others.

30% of TEACHERS and FACULTY responded to our SURVEY, their responses overwhelmingly expressed a need for ELA/MATH interventions. Average score was 4.9 that the community and their schools NEED a 21st CCLC afterschool program and a 4.87 out of 5 for NEED of a summer program (Survey Item: "On a scale from 1 to 5 (5 being the highest need) do you or your students NEED an afterschool/summer program?").

--98% said their youth struggled with "Understanding Reading Concepts"

--89% said their students struggled with "Understanding Math Concepts"

--59% said their students struggled with "Understanding Teacher Instructions"

In regards to ADDITIONAL ENRICHMENTS that our teachers believe "students need in an afterschool and summer program": 90% checked ENGINEERING or SCIENCE, FITNESS, 95% MUSIC/ART/CULTURAL PROGRAMS, and 99% of teachers checked either VIOLENCE PREVENTION AND/OR BEHAVIOR/SOCIAL SKILLS.

Our program design and activities were built to meet these expressed Pine Hill community needs.

ASSETS/GAPS

This site is a 25,000 square foot facility with a full gym, homework spaces, outdoor spaces, a full garden (built with funding by a local family foundation grant), college and career spaces, computer labs, dance studios, art-making spaces, a cafeteria and kitchen, and more. Brightly painted murals from Club members and local artists, as well as youth artwork grace the outside and inner walls of this Club whose blue doors welcome any and every child in need.

From doing the market research for Orange County, afterschool programs which are close-by charge between \$40 and \$340 per week per child. For example, within seven miles, residents can find Orlando Science Center camps in the range of \$280 for a half day and \$370 for full day programming per week. Likewise, even the nearby City of Orlando community centers cost a minimum of \$40 per week. For families living at or below the poverty line, or with multiple children, any cost becomes prohibitive. From our PARENT SURVEY, 100% of the 200 parent responses said that "No" to the question regarding if they "could afford to pay for an afterschool program" if our 21st CCLC grant

went away. 100% of respondents also stated there were no available afterschool programs nearby.

Some community assets we will leverage in our program services are through our local partners, Neighborhood Family Centers and local schools. Also, long-time community volunteers, grandparents, clergy and parents of Club alum who still hold a connection to the Disney Club in Pine Hills and enjoy giving back. Likewise, our Club has a fully equipped Robotics Lab which was built by Walt Disney World Resorts; it is a \$500,000 investment. Youth Arts Initiative Performing Arts and Fine Arts Teaching Artists are also leveraged for the benefit of the proposed 21st CCLC grant program. We employ a full-time Art Program Director who will provide services to K-5 in fine arts, visual arts, arts & crafts. WDW Club has its own independent Branch Board, a group of local community members and philanthropists who are committed to bringing in additional revenue and resources such as volunteers and supplies to benefit this Club.

Community assets are the number of small business owners, long-time legacy residents and Evans High School which is walking distance from our Club. Evans is a Community Partnership School model and works with Children's Home Society to employ counselors and career coaches. We work closely with them to increase college and career readiness at our Club.

Section 7: Intentionally Designing Activities

OVERVIEW:

Our proposed 21st Century Community Learning Center afterschool program will deliver what we're calling RE-STORE—Extended Learning opportunities built to restore our 21st CCLC students' foundational academic elements of reading and math while helping them focus on achieving inner balance, a positive outlook on life and a strong sense of self-esteem. RESTORE will provide our 21st CCLC students with high-impact academic and personal enrichment activities that encompass evidence-based multi-tiered interventions. Reading, Mathematics and Science programming will be led by Florida Subject-Certified Teachers with support from Reading Interventionists and Program Tutor Assistants. Physical Education and Positive Youth Development Enrichment Activities will be provided by the Walt Disney World Clubhouse's Site Coordinator with assistance from 21st CCLC Program Tutor Assistants.

RE-STORE: READING

1) ELA Tier I Intervention Program Grades K-5: Leveled Literacy Intervention

Duration: 60 minutes weekly

Ratio: 1:17 with Reading Endorsed Certified Teacher

Program Delivery Model: Whole Group, Identifying Youth who need further Small Group-Guided Instruction

Needs Alignment: This literacy intervention aligns with the identified needs from our three target schools: those students demonstrated a 1 to 25-point drop in ELA learning gains this past year.

Program Description:

The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, whole-group instruction that supplements classroom literacy teaching at each grade level. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. The Fountas & Pinnell Leveled Literacy Intervention System is an intensive, small-group, supplementary literacy intervention for students who are struggling to master reading fluency and grade-appropriate writing skills. The strength of this program is in Reading Achievement, of which it scores high in Tier I and III interventions. LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress

Source: Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2013). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <https://ies.ed.gov/ncee/wwc/Study/85470>

This study shows strong evidence for Tier I Intervention in Reading Achievement from the What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679>

2) ELA Tier II Intervention Program Grades K-5: Leveled Literacy Intervention

Duration: 30 minutes weekly

Ratio: 2:17 with Reading Endorsed Certified Teacher & Program Tutor Assistant Program
Delivery Model: Explicit Direct Instruction (EDI)

Needs Alignment:

This literacy intervention aligns with the identified needs from our target schools to increase Reading Achievement in K-2 and be on grade level by 3rd grade. Approximately three-quarters or more of all students at Mollie Ray, Pine Hills and Ridgewood Park—82%, 79% and 74% respectively—are struggling to read proficiently. (FSA 2020-21).

Program Description

The LLI systems are designed to be used with small groups of students who need intensive support to achieve grade level competencies in grades K through 5+. It also provides strong support for students who are acquiring English as a second/additional language and are receiving classroom reading instruction in English. Program model allows for including students who are identified as having special needs if the content of LLI meets the educational program specifications for the student.

The colored systems are designed specifically for monitoring continuing progress and reading achievement of intermediate, middle- and secondary-level students. Each color in the system is designed to provide high-interest books for the grade level. For example, the books in the Red and Gold System are designed to appeal to students in grades 3 and 4. There are six systems that make up LLI and span grades K through 5 and beyond and are based on a strategic design to meet learners at their level and ladder up to increasingly more complex functions of reading and comprehension in small groups and guided reading, with the ultimate goal of building each student's ability to read complex texts independently.

3) ELA Tier III Intervention Program Grades K-2: Leveled Literacy Intervention

Duration: 30 minutes weekly

Ratio: 2:17 with Reading Endorsed Certified Teacher & Program Tutor Assistant Program

Delivery Model: Explicit Direct Instruction (EDI), Small Group

Needs Alignment: This literacy intervention aligns with the identified needs from our target schools to increase Reading Achievement in K-2 and be on grade level by 3rd grade. Approximately three-quarters or more of all students at Mollie Ray, Pine Hills and Ridgewood Park—82%, 79% and 74% respectively— are struggling to read proficiently. (FSA 2020-21).

Program Description:

The LLI systems are designed to be used with small groups of students who need intensive support to achieve grade level competencies in grades K-5. The curriculum is adaptable to meets the educational needs for underperforming students as well as ESOL, ESE and other students identified as having special needs.

Source: Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2013). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: <https://ies.ed.gov/ncee/wwc/Study/85470>

This study shows promising evidence for Tier III Intervention in Reading Fluency from the What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679>

4) Read-flections

ELA Tier III Intervention Program Grades 3-5: Corrective Reading Duration: 30 minutes weekly

Ratio: 2:17 with Reading Endorsed Certified Teacher & Program Tutor Assistant Program

Delivery Model: Explicit Direct Instruction

Needs Alignment: This literacy intervention aligns with the needs identified from our target schools' 2021-22 SIP's. All three schools, especially Mollie Ray, note a decrease in ELA performance in intermediate grade levels based on i-Ready end-of-year assessments. The lack of strong phonics skills, comprehension of informational text and vocabulary demonstrated the greatest need for improvement (Pine Hills SIP), and struggles to read proficiently as noted above in grades K-2 were seen as big contributors to the low performance in 3rd, 4th and 5th grade. (Ridgewood Park 2021 School Improvement Plan).

Program Description:

Corrective Reading is a powerful Direct Instruction remedial reading series that addresses a wide range of problems for struggling older readers, even if they have failed with other approaches. Explicit, step-by- step lessons are organized around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels (A, B1 B2 and C) that teach foundation skills for non-readers to seventh-grade- level material.

Corrective Reading is typically taught to students whose reading is characterized by misidentified words, confusion of similar words, word omissions or insertions, lack of attention to punctuation, and poor comprehension. It is effective with students who have poor attention, poor recall of directions, or who meet criteria to receive special services. With a high success rate, frequent teacher feedback, and built- in opportunities to earn reinforcement throughout each lesson, even students with histories of failure remain motivated and on task.

This study shows promising evidence for Tier III Intervention in Reading Fluency from the What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120> .

RESOLVE MATHEMATICS

1) Hidden Figures

Tier I Intervention Program Grades K-5: Everyday Math using Assisting Struggling Students Methodologies Duration: 60 minutes weekly

Ratio: 2:17 with Certified Teacher and Program Tutor Assistant

Program Delivery Model: Guided Instruction- Whole Group- Small Group

Needs Alignment: This math intervention aligns with the identified needs from our three target schools: those students demonstrated a 7 to 38-point drop in Math learning gains this past year.

Program Description:

Everyday Mathematics is a core curriculum for students in prekindergarten through grade 6. The distinguishing features of Everyday Mathematics are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology.

Basic Math Facts will be targeted in Tier I and Tier II Interventions: Practice Through Games; Fact Triangles and Fact Families; 50-Facts Multiplication Tests; Choral Drills and Mental Math Exercises; Fact Extension Practice; Frames and Arrows Diagrams.

Other types of techniques this curriculum employs to help children develop their "fact power", or basic number-fact reflexes include as follows.

Computation: Everyday Mathematics recognizes that, even in the computer age, it is important to teach children how to compute "by hand". The curriculum is designed to provide all students with a variety of dependable and understandable methods of computation.

Alternative Algorithms: Research has shown that teaching the standard U.S. algorithms for each of the four basic operations of arithmetic fails with large numbers of children, and that alternative algorithms are often easier for children to understand and learn.

Calculator Use: In the Everyday Mathematics program, emphasis is placed on using the calculator as a tool for learning mathematics.

By designing systematic instruction intended to build students' mathematical knowledge over time toward identified learning outcomes, teachers help students master deficits in number facts, computational skills, knowledge transfer, understanding the language of math, comprehending visual and spatial information, perceptual

affinity, and making real world connections through problem solving. This in turn allows students to build their confidence in Math, expand their capacity for questioning, and ignite their sense of academic curiosity.

SOURCES FOR EVERYDAY MATH:

Waite, R. D. (2000). A study of the effects of Everyday Mathematics on student achievement of third-, fourth-, and fifth-grade students in a large north Texas urban school district (Doctoral dissertation).

Available from ProQuest Dissertations and Theses database. (UMI No. 9992659)

Everyday Math shows promising evidence for Tier III Intervention in General Mathematics Achievement from the What Works Clearinghouse:

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/166>

SOURCES FOR ASSISTING STUDENTS STRUGGLING WITH MATHEMATICS:

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J.,

Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf>

Assisting Students Struggling with Mathematics shows strong evidence across all outcomes for Tier I Intervention in Elementary Grades from the What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

2) Hidden Figures

Math Tier II Intervention Program Grades K-5: Everyday Math Duration: 30 minutes weekly

Ratio: 2:17 with Certified Teacher & Program Tutor Assistant Program Delivery Model: Small Groups/Teacher Table

Needs Alignment: This math intervention aligns with the identified needs from our target schools: 65%, 79% and 81% of total students at Mollie Ray, Pine Hills and Ridgewood Park Elementaries, respectively— including 70%, 78% and 85% of African American students, and 46%, 79% and 72% of Hispanic students, respectively—were unable to score a 3 or better on the MATH FSA.

Program Description:

The Everyday Math curriculum emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning:

- Connecting the study of mathematics to real-world, age-appropriate contexts
- Providing multiple avenues for representing and solving problems including the use of manipulatives, tools, spoken and written words, pictures, diagrams, and symbols.
- Incorporating individual, partner, and small group activities that make it possible for teachers to provide individualized feedback and assistance
- Encouraging risk-taking by establishing a learning environment that respects multiple problem-solving strategies
- Building in multiple exposures to concepts and skills and providing frequent opportunities for review and practice
- Providing engaging open-ended activities that can easily be customized to meet the needs of students with a range of abilities

3) Math Tier III Intervention Program Grades K-5: DreamBox Learning Duration: 30 minutes weekly

Ratio: 2:17 with Certified Teacher & Program Tutor Assistant Program Delivery Model: Independent Computer-Based

Needs Alignment: This math intervention aligns with the identified needs from our target schools: 65%, 79% and 81% of total students at Mollie Ray, Pine Hills and Ridgewood Park Elementaries, respectively— including 70%, 78% and 85% of African American students, and 46%, 79% and 72% of Hispanic students, respectively—were unable to score a 3 or better on the MATH FSA.

Program Description:

DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K–5 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum that match each student’s level of comprehension and learning style. This math program intelligently adapts to each child, letting them drive their own learning while giving parents and teachers in-the- moment data and valuable insights to ensure success. With built-in live tutors, student messaging and age-appropriate access to lessons below, at, or above grade level, Dream Box fosters grit, perseverance, and productive struggle. Learning can happen in English or Spanish, whichever language works best for the student.

DreamBox Learning shows promising evidence for Tier III Intervention for General Mathematics Achievement from the What Works Clearinghouse:

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/627> .

STEM-ulation SCIENCE

Science Tier I Intervention Program Grades K-5: STREAMline Learning Duration: 60 minutes weekly

Ratio: 1:17 Program Tutor Assistant / * 2:17 Program Tutor Assistant and Contracted Educators: STREAMline Learning

Program Delivery Model: Whole Group; Break Out Groups; Hands-On Experiments

Needs Alignment: This science intervention aligns with the identified needs from our target schools: 66%, 69% and 88% of all students at Mollie Ray, Pine Hills and Ridgewood Park Elementary, respectively— including 71%, 68% and 84% of African American students, respectively—failed to achieve a proficiency score of 3 or better on the Science FSA.

1) STREAM stands for Science, Technology, Reading, Engineering, Arts and Mathematics. STREAMline Learning will offer 21st CCLC students project-based learning experiences with multidisciplinary learning goals to increase student gains in all academic areas. Using a proven research-based curriculum STREAMline instructors will give students the opportunity to engage in various hands-on STEM Labs with the infusion of The Arts, Social and Emotional Learning, and Intensive Reading. With

certified teachers developing and delivering each lesson, students will receive an individualized analysis of tiered interventions that meet the needs of each student. STEM Lab experiences will be provided for all 21st CCLC students, to allow each one to have the opportunity to practice conceptual learning through researched-based activities and project-based learning in a transdisciplinary curriculum. In Quarters 1 & 3, 21st CCLC students will learn about the many systems of the human body. In Quarter 2, students will learn about Aromatherapy, the holistic healing treatment that uses natural plant extracts to promote health and well-being. Here students will learn how to explore psychological mood states and emotions, learn about human responses to scents and consider why scents might affect our mood state. STREAMline Educators will also teach 21st CCLC student the basic steps of experimental testing. In 4th Quarter, 21st CCLC students will participate in SMART Moves, BGCA's premiere drug and violence prevention programming. (See description below STREAMline Learning efficacy citations.)

The converging of quantitative and qualitative data was gathered to better understand the effect of an integrated curriculum on Math and Science learning gains specifically. The key findings showed that students receiving interactive arts-integrated math and science lessons displayed a 30.77% growth in understanding and competency of Next Generation Science and B.E.S.T Standards in comparison to students who received teacher-centered curriculum which displayed a 7.69% growth.

Streamline Learning also focuses on the integration of technology and The Arts. In a 2014 study, researchers discovered that engagement is a prerequisite to learning and has many benefits backed up in the literature (Havens). "For maximum engagement, technology tools in learning must appeal to social motivation, have opportunities for creativity, personalize the content and experience, engage a mentor or teacher, and provide interactivity and immediate feedback" (Havens, 2014, p. 1). In addition, studies have confirmed that when students have opportunities to practice concepts in real world situations, it creates permanence. Streamline Learning's STREAM science lessons integrate the arts and allow students to synthesize their scientific understanding of energy flow with the aesthetics of, for example, a roller coaster project. In a recent study, Cook and colleagues discovered that the inclusion of the arts increased engagement in science concepts such as kinetic energy and gravitational pull which helped students develop a more thoughtful and focused roller coaster project (Cook, Bush & Cox, 2017).

Streamline Learning also uses game-based learning as well as tactile manipulatives coupled with online activities to promote student engagement in virtual learning. In a study done by Yen (2019), a game-based learning system increased student growth and engagement in an experiment conducted with 215 elementary students for 2 years, from grade 2 to grade 3. In the 2021-2022 school year, Streamline Learning Students have shown high learning gains: 63% in Science, 48.9% in Math, 54.3% in Reading Fluency and 28.3% in Reading Comprehension.

Sources:

Yeh, C.Y.C., Cheng, H.N.H., Chen, ZH. et al. (2019) Enhancing achievement and interest in mathematics learning through Math-Island. RPTL 14, 5. Retrieved from <https://doi.org/10.1186/s41039-019-0100-9>.

Light, D. & Pierson, E. (2014) Increasing student engagement in math: The use of Khan Academy in Chilean classrooms. *International Journal of Education and Development Using Information and Communication Technology*, 10(2), 103–119.

Cook, K., Bush, S., & Cox, R. (2017). Engineering encounters: From STEM to STEAM incorporating the arts in a roller coaster engineering project. *Science and Children*, 54(6), 86.

Holmes, S., & Hallam, S. (2017). The impact of participation in music on learning mathematics. *London Review of Education*, 425–438.

2) Risky Behavior & Decision-Making Classes: SMART Moves Duration: 60 minutes weekly

Ratio: 1:17 Program Tutor Assistant

Program Delivery Model: Whole Group, Break-out Groups for facilitated discussion

SMART Moves (Skills Mastery and Resistance Training) is drug and violence prevention programming. Each module targets age and/or gender-specific risk factors promoting drug prevention, positive self- image, strong morals/ethics and individuality. 21st CCLC Students will also participate in ongoing character development activities using Character Lab, a program that teaches students how to develop character strengths as well as practice resilience and refusal skills in response to risk-taking activities and peer pressure. Students will learn about WOOP (Wish, Outcome, Obstacle, Plan), a self-control strategy for achieving goals. BGCCF's youth development programs have

received the highest rating, Strong Evidence of Effectiveness, from the National Dropout Prevention Center.

Source: National Dropout Prevention Center (n.d.) "Boys & Girls Clubs of America", Retrieved from: <https://dropoutprevention.org/mpdb/web/program/43>

RELIEF HOMEWORK ASSISTANCE (POWER HOUR/PROJECT LEARN)

Tier I Intervention Program Grades K-5: Homework Assistance Program Duration: 120 minutes weekly

Ratio: 1:17 Program Tutor Assistant

Program Delivery Model: Small Group Support in whole group environment

Program Description:

- Individual homework assistance
- Small group homework assistance
- Read Aloud for Accelerated Reading outcomes
- Independent Reading for Accelerated Reading outcomes
- iReady Reading or Math Programming opportunities
- Sight Word Flash Cards
- Multiplication Flash Cards

Students will participate in daily homework assistance and specialized tutoring services, with access to OCPS Launchpad, Canvas and Skyward platforms to access online curriculum and daily assignments. The purpose is to utilize this time to recover failing grades and complete homework, as well as any and all assignments not completed during the school day. POWERHOUR/Project Learn was developed to engage young people in learning, encourage them to succeed in school and help them become lifelong learners. Project Learn is based on Dr. Reginald Clark's research whose work demonstrated that high-achieving students participated in more activities that reinforced the skills and knowledge they learned in school. The program consists of five components: (1) homework help and tutoring, (2) high-yield learning activities to help youth apply what they learn in the classroom, (3) incentives that reward participants for

positive academic participation and to encourage parental involvement, (4) parental involvement, and (5) collaboration with schools to help develop individualized plans for participations to build their competency in challenging subjects. Evidence-based study performed by Columbia University.

Tier I (Strong Evidence of Effectiveness):

Sources:

Harvard Family Research Project

<https://archive.globalfrp.org/out-of-school-time/ost-database-bibliography/database/boys-girls-clubs-of-america-project-learn-educational-enhancement-program/evaluation-1996-1998-enhancing-educational-achievement> .

Schinke, S. P., Cole, K. C., & Poulin, S. R. (2000). Enhancing the educational achievement of at-risk youth. *Prevention Science*, 1(1), 51–60.

ENRICHMENT PROGRAMMING

RE-FLECT ENRICHMENT PROGRAMMING

Tier IV Intervention

Healthy and Active Lifestyle: TRIPLE PLAY: A GAME PLAN FOR MIND, BODY AND SOUL, Grades K-5 Duration: 60 minutes weekly

Ratio: 1:17 Program Tutor Assistant Program Delivery Model: Whole Group

Developed by Boys & Girls Clubs of America (BGCA) in collaboration with the U.S. Department of Health & Human Services, Triple Play takes a holistic approach to health and fitness, showing youth how learning to eat right, keep fit and engage in positive relationships with others and ourselves is the winning combination to personal success. Triple Play programming is geared to all grade levels and for our Walt Disney World's 21st CCLC program will focus on RESTORATIVE mental and physical health practices. In Quarter 1 students will learn to REFLECT in Meditation Classes. In Quarter 2 students will learn about REFLEXES in Stretching Classes. For Quarter 3 students will learn the value of RELAYS as they experience structured walking classes. Finally, in Quarter 4 students will learn the importance of team play through sports. Physically active youth who have a healthy diet and a healthy mental outlook on life are more likely to perform well in school, maintain academic success and improve self-esteem.

Triple Play has been shown to have significant effectiveness improving health outcomes for thousands of Boys & Girls Clubs youth and is cited as a CDC Promising Practice: <https://cdc.thehcn.net/promiseppractice/index/view?pid=30281> .

REJUVENATE ENRICHMENT PROGRAMMING

Tier IV Intervention

Healthy and Active Lifestyle: Culinary Classes, Hydration Classes, HEALTHY HABITS
Program Grades K-5 Duration: 60 minutes weekly

Ratio: 1:17 Program Tutor Assistant (Hydration, Healthy Habits) / 2:17 Program Tutor Assistant and Contracted Chef Educators from West Development Catering (Culinary)

Program Delivery Model: Whole Group; Break Out Groups; Hands on Experiences

Program Descriptions:

In Quarters 1 & 3, contractor West Development Catering will engage 21st CCLC in hands-on culinary classes, teaching them about, and how to prepare, foods that create energy for their bodies.

In Quarter 2, 21st CCLC students will learn about the scientific concept of hydration and how important proper daily hydration is for their bodies. Students will be expected to demonstrate and experiment with hydration concepts as they work to find out what the expected requirements for proper hydration are for their own bodies.

In Quarter 4, students will participate in BGCA's HEALTHY HABITS program. Designed to incorporate healthy living and active learning in every part of the Club Experience, HEALTHY HABITS emphasizes good nutrition, regular physical activity and improving overall well-being. This program is the Mind component of Triple Play. HEALTHY HABITS 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.

As part of Triple Play, HEALTHY HABITS has been shown to have significant effectiveness improving health outcomes for thousands of Boys & Girls Clubs youth and is cited as a CDC Promising Practice: <https://cdc.thehcn.net/promiseppractice/index/view?pid=30281> .



21st Century Community Learning Centers



FULFILLMENT FRIDAY Programming: Enrichment Programming Grades K-5 Tier IV Intervention

Duration: 2 Sessions for total 60 minutes each week Ratio: 1:17 Program Tutor Assistant

Program Delivery Model: Small Group Support (Tier 2) within whole group environment (Tier 1)

21st CCLC students will rotate through the following learning-is-fun activities every Friday:

Literacy Games (Re-Read), Math Games (Re-Count), Watercolor Arts Programming (Re-Vive), DreamBox Computer-Based Programming (Re-Live), Reader's Theater Classes (Re-Act), Cursive Writing (Re-Write), Lego Robotics (Re-Build) and Scavenger Hunts (Re-Discover).

SUMMER PROGRAMMING (See uploaded Program Schedules)

Our WDW 21st CCLC SUMMER PROGRAM will continue with the same reading and math curricula used during the school year, providing intensive multi-tiered ELA and MATH academic support to reduce the potential for "Summer Skills Slide." Each subject will be offered a minimum of 1 hour per grade Monday- Thursday.

21st CCLC students will also be able to focus on personal enrichment—either Art, Computer Lab, Board Games or Make it Melt (experiments to determine what heat elements cause different objects to melt more quickly)—for 1-hour per grade daily Monday-Thursday.

Each Academic ENRICHMENT activity will be offered 1 hour per day for each grade with the goal of reinforcing ELA, Math and SCIENCE skills through specialized activities. Planned activities include but are not limited to:

--Cooking with Heat Culinary Classes

--Conduction-Convection-Radiation: Scientific Studies of Different Kinds of Heat & Energy Transfer

--Sweat Fitness Classes.

On Fridays, each grade will get to enjoy special activities for 1-hour each, including

--Splash Zone



21st Century Community Learning Centers



- Sunshine Protection Classes
- SMART Moves drug/risky behavior prevention programming
- Computer Lab and
- Read Aloud.

FAMILY LITERACY INTERVENTIONS

Strengthening Parents' Literacy Skills to Increase Job Prospects. Sessions to focus on: 1) strengthening reading/comprehension skills, using books on personal growth, specific job skills and/or entrepreneurship, with subject matter based on parents' interests; 2) furthering adult family members' literacy skills by teaching do's/don'ts of resume building; 3) preparing for 21st century job skills, as explained by local hiring managers; and 4) teaching parents effective interview skills, including grooming, dressing for success and body language. Additionally, we our sessions titled "Literacy Lingo: Understanding Academic Language" will help parents navigate the OCPS Launchpad/Skyward portal will assist families in becoming more involved with academic outcomes during school-day learning. (See uploaded full AFMS schedule for details).

21st CCLC STUDENT RECRUITMENT STRATEGY

Because our WDW Branch has been working with Mollie Ray, Pine Hills and Ridgewood Park Elementary Schools for many years, the WDW Club staff—in particular, the Club Service and Program Directors— have developed a strong partnership with the administrative and teaching staff at these three target schools. BGCCF's 21st CCLC Senior Project Director (SPD) has worked closely with the WDW Clubhouse Service Director, Mollie Ray Principal Stephens, Pine Hills Principal Smothers and Ridgewood Park Principal Yedvobnick of our proposed 21st CCLC program.

Longevity and a central location in the community have afforded staff members at our WDW Branch opportunities for constant in-person and electronic communication with current Mollie Ray, Pine Hills and Ridgewood Park students—many of whom are WDW Club members—and their parents. Additionally, BGCCF's 21st CCLC program page on our website (www.bgccf.org) will provide 21st CCLC program information to participating students, parents and the general public. This site will be updated periodically with the latest updates. This website will offer: 1) a copy of the WDW Branch's approved 21st CCLC grant narrative with program description; 2) our WDW

21st CCLC's location, target school, scheduled service hours and Site Coordinator contact information; and 3) links to AFMS events and student-created projects/products. SPD will share program successes with the Assistant Director of Marketing (who maintains website) for replication statewide communications collateral (e.g., quarterly newsletter, annual report, periodic E-blasts, Facebook) and also for any applicable distribution to stakeholders, including local area's targeted non-public/public schools, law enforcement, faith-based organizations, current/future community-based partners and funders. This will ensure our community network of stakeholders, target students and their families are informed about the importance of our 21st CCLC program. Program notices/information will also be targeted in and to the Pine Hills community where the WDW Clubhouse is located. For example, the WDW Clubhouse's 21st CCLC grant proposal and later the accepted grant, as well as flyers regarding the 21st CCLC Calendar of Activities/Events, will be posted at the site and all three target schools. Special consideration/accommodation will be provided whenever possible to students/family members with limited English proficiency to ensure they understand and have access to all information. We will also provide program information to Mollie Ray, Pine Hills and Ridgewood Park administrative/teaching staff, OCPS school district personnel and members of our WDW Branch's 21st CCLC Program Team. The 21st CCLC name will be displayed prominently in our WDW Clubhouse and at all three target schools and included on all disseminated informational/public awareness materials.

WDW CLUBHOUSE 21ST CCLC ENROLLMENT PRIORITIES

BGCCF's 21st CCLC Senior Project Director (SPD) will work with Mollie Ray Principal Stephens, Pine Hills Principal Smothers and Ridgewood Park Principal Yedvobnick and their key school staff throughout the coming summer to identify student needs and align our WDW Clubhouse's proposed 21st CCLC services with those needs.

WDW Clubhouse staff work hand-in-hand with all three schools' administrative and teaching staff to address participating students' academic and behavior issues. Principal Stephens, Principal Smothers and Principal Yedvobnick support our proposal and have committed to sharing students' I-READY diagnostic assessments with our 21st CCLC FL-certified afterschool teachers. Students most in need of academic assistance will be targeted and identified based on their i-READY diagnostic, report card grades and/or social development history but also through direct referrals from school faculty. Our Program Team has a Parent Engagement Liaison from OCPS and they will assist us. Using

individualized student needs/evaluations we craft a response plan/activity design for specific students, woven into our 21st CCLC approved program activities as defined in ESSA, to improve students' academic and personal development. Referrals will go through the 21st CCLC Site Coordinator who will work directly with each student as well as their teachers and family to ensure a smooth enrollment process. Our SPD will also contact eligible private schools regarding the WDW Clubhouse's proposed 21st CCLC program, speaking with any who have responded to gather views about student needs and potential program ideas to address those needs.

21ST CCLC STUDENT RETENTION STRATEGY

Club staff and 21st CCLC teachers will discuss program benefits with parents to encourage their children's consistent attendance. We follow up with parents on student absences of more than 2 days. Our WDW 21st CCLC program will encourage all students to remain for all sessions and attend regularly by offering them activities they couldn't find anywhere else – a sense of accomplishment with homework completion and academic progress that shows in their improved grades; an array of hands-on, interactive STEM, Arts and fitness Tier IV PBL-based Personal Enrichment activities; and other wonderful activities that the Site Coordinator has specifically developed from expressed student interests. Although these activities often appear as all fun and games, they are part of Boys & Girls Clubs' Positive Youth Development Club Experience—an intentional, pro-social approach that places youth at the center of their own learning, helping them to build and apply the skills needed for positive cognitive, social, emotional and physical development. According to the Learning Policy Institute, student learning and development depend on affirming relationships operating within a positive school climate. Such an environment can provide all children with a sense of safety and belonging by creating safe and culturally responsive classroom communities, connecting with families, teaching social-emotional skills, helping students learn to learn, and offering a multi-tiered system of supports. A positive school environment is not a “frill” to be attended to after academics and discipline are taken care of. Instead, it is the primary pathway to effective learning. (Darling-Hammond, L. and Cook-Harvey, C. M. (September 2018).

Educating the Whole Child: Improving School Climate to Support Student Success (Palo Alto, Calif.: Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/sites/default/files/product->

files/Educating_Whole_Child_BRIEF.pdf). This is precisely the environment provided by our Walt Disney World Clubhouse in Pine Hills.

21ST CCLC PARENT RECRUITMENT PLAN

We post flyers, and have a large email distribution list for the Club and target schools, along with in person communication to encourage parents to participate in an introductory 21st CCLC Open House held during programming hours so that parents can become familiar with the schedules, activities and program staff. Club and 21st CCLC staff try to meet in person or electronically with as many parents as possible and invite all parents to the Club's 21st CCLC Program Orientation and Information Session at the beginning of the school year. There, parents will be given a walk-through of all programming as well as Club and 21st CCLC operations to better understand what will be expected. This Orientation also gives parents the opportunity to ask questions, voice opinions, gather feedback and develop their overall understanding of 21st CCLC. Parents will have an opportunity to meet their child's teachers, learn specifics about chosen ELA/Math Curricula along with key Enrichment Programming. Parents will also learn about future needs-based programming they themselves can take advantage of, including school- based and free local library programs that address topics such as literacy or college/career development. Handouts will be given to every 21st CCLC parent with a schedule of 21st CCLC Family Member programming subjects and dates.

In addition to Orientation and Open House program, WDW Club's 21st CCLC plans to offer the following Adult Family Member Services: 1) Understanding Your Student's Progress Report Data (3 sessions); 2) Strengthening Parents' Literacy Skills to Increase Job Prospects (2 sessions); 3) Building Good Credit towards Homeownership (1 session); Family Counseling and Mental Health Support (2 sessions).

(SEE UPLOADED AFMS SCHEDULE FOR FULL DETAILS)

PARTNERS

WDW Club and its 21st CCLC program have numerous community, corporate, foundation and school- based partners that it counts on to provide an array of services and unique programming to its Club members. For DISTRICT AND SCHOOL LEVEL PARTNERS: we have letters of commitment from our three target schools (Mollie Ray,

Pine Hills, and Ridgewood), and from the Superintendent of ORANGE COUNTY PUBLIC SCHOOLS in support of our program. These partnerships have endured for decades and our twelve years of working in 21st Century together has deepened these relationships and commitment to serve area youth.

NON-MONETARY PARTNERSHIPS include:

- 1) USDA – through our food service grant, we are able to provide hot meals to youth every day afterschool and during the summer program, as well as snacks, fruits and beverages. We employ a FULL- TIME FOOD PROGRAM COORDINATOR (not charged to the 21st Century grant) who manages all our sites, has her ear to the ground for what the children enjoy eating, and works with specific vendors at specific Club sites to ensure the menu choices are amenable and appetizing.
- 2) YOUTH ARTS INITIATIVE – through our Arts Innovation Orange County grants funding we employ two Teaching Artists at this Club who provide arts programming and supplies. Tweens in fourth and fifth grade are able to enjoy several art mediums and our Fine Arts Program Director introduces all youth to high- quality visual/fine art activities and experiences to increase engagement/retention, academic outcomes, expression and social-emotional well-being.
- 3) ORLANDO BALLET – through their STEPS Community Enrichment & Education outreach program OB sends Ballet Teaching Artists to our Clubs to work with K-5 and beyond. They deliver art immersion and education services, dance class, rehearsals and culminating events at eight of our Clubs free of charge.

For substantially REDUCED COST PARTNERSHIPS we have:

1. Full Sail University: Full Sail will be providing four (4) specialized professional development sessions, and two (2) Adult Family Member activities. They are offering us these services at a discounted rate, estimated as an in-kind contribution of \$2,800.

2. West Culinary Group will provide student and parent Healthy Habits and Vegan Nutritional classes, Academic and Fitness focused. Services provided at a discount, with all supplies and materials included in hourly rate. In-kind contribution at a reduced rate of \$75/hour. Normal rate = \$125-\$200/hour. For 8 hours weekly of 32 weeks of instruction during school year and 5 hours weekly of 10 weeks of instruction during summer, estimated in-kind contribution is \$22,950.
3. Brand Name Athletes will provide non-contact flag football and education program to 21st CCLC students. Health & Fitness focused. Services provided at a discount with all supplies and materials included in program cost. Complete program normally costs \$22,500, offered at reduced rate of \$15,000. Estimated in-kind contribution of \$7,500.
4. STREAMline Learning will provide in-person Science and STEM lab instruction to 21st CCLC students in Quarters 2 & 4. Services provided at a discount, with all supplies and materials included in hourly rate. Estimated in-kind contribution of \$4,320.
5. Tammy Speed-Hefner, MSW, Mental Health Counselor, Educational Leadership: will provide specialized staff development training (7 workshops) for Boys & Girls Clubs of Central Florida Club 21st CCLC staff, centered on trauma-sensitive environments from 2018-present. Discounted rate for 9 workshops estimated as in-kind contribution of \$1,350.
6. Crystal Taylor, Realtor, will provide one (1) Adult Family Member activity, centering on credit building and homeownership. In-kind contribution at a reduced rate of \$300/hour session. Normal rate = \$500/hour. Estimated in-kind contribution for 2-hour Adult Family Member session of \$400.
7. Erica Williams, Mathematics Curriculum Specialist, has worked with Title I schools as a Math Coach for K-8 and performed professional development with district school teachers for more than a decade. She will provide professional development training for Boys & Girls Club of Central Florida S-C Club 21st CCLC staff, centered on Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. Discounted rate for 4 workshops estimated as in-kind contribution of \$700.

We have secured partnership letters for all of these entities. Please see our Partner Tables and Letters of Support uploaded for more details.

Section 8: Recruiting and Retaining High Quality Staff

Our WDW Branch proposes to serve between 101 and 150 regularly participating students from Mollie Ray, Pine Hills and Ridgewood Park Elementary Schools during the school year, holidays and summer months. With a total of 11 instructional staff dedicated to providing 21st CCLC instructional services and enrichment activities during the school year, this staffing structure will offer a teacher-student academic ratio of 2:17 and personal enrichment ratio of 1:20.

The staffing structure for our proposed WDW Club 21st CCLC will support programming that goes well beyond a basic afterschool program. Having a dedicated staff person—the 21st CCLC Senior Project Director—who designs and implements a needs-based curriculum not only integrates with the target schools' curricula but also expands upon it, is a critical piece of our staff roles and structure. Additionally, our program will make it a priority to utilize content-area certified teachers from all three (3) target schools as much as possible, and all staff will have a depth of qualifications and responsibilities sufficient to provide the highest levels of academic and enrichment instruction.

BGCCF will employ a full-time 21st CCLC SENIOR PROJECT DIRECTOR (SPD) who will report to the agency COO. The SPD will be responsible for the direct management of all BGCCF 21st CCLC programs at the Walt Disney World (WDW) Clubhouse in Pine Hills as well as three (3) other 21st CCLC sites detailed in other 2022-23 applications and one (1) additional ongoing 21st CCLC grant at BGCCF's Levy-Hughes Club in downtown Orlando whose grant period ends summer 2023. SPD responsibilities include Site Coordinator selection, hiring and management; Teacher selection and hiring; data collection to complete monthly deliverables; curriculum implementation and oversight; communication between parents/teachers/schools; development of community partnerships/advisory board; and development of professional training opportunities. SPD has Master's in Education and FL teacher certification (Varying Exceptionalities) and has worked with BGCCF's 21st CCLC Programs since 2013-14 and is a celebrated Teacher of the Year recipient with over 22 years of educational experience that includes progressively moving Title I school from F to A status over a 2-year span.

The WDW 21st CCLC SITE COORDINATOR will work 30 hours/week and hold a 4-year degree. The Site Coordinator is responsible for providing direct services to actively

participating 21st CCLC afterschool students in all 21st CCLC Personal Enrichment activities as written in 21st CCLC PBL plans, including testing required for state and federal reporting. The Site Coordinator will also deliver direct student instruction/activities and serve as substitute as needed. In concert with Club Service Director, Site Coordinator will help plan Mon.-Thurs. enrichment programming and secure space for those activities.

The Site Coordinator also determines what type of cultural enrichment activities will be offered on Fridays.

Hourly FLDOE Certified Teachers who are certified within the grade levels and content areas being taught will direct the WDW Club's 21st CCLC educational services and provide actively participating 21st CCLC students with all proposed PBL activities and daily homework assistance after school and during summer and holidays. During the academic year Certified Teachers will work Monday, Tuesday, Wednesday and Thursday. In addition to providing daily instruction, the 21st CCLC LEAD TEACHER will be responsible for developing lesson specifics based on the curriculum outlined in our grant application and for ensuring compliance with the assigned curriculum. This position is also responsible for reporting daily data collection as outlined in the grant and directed by the Senior Project Director. The Lead Teacher will meet regularly with parents, guidance counselors and academic personnel to assess participating 21st CCLC student progress in academic subject areas. Additionally, the Lead Teacher will meet regularly with the three (3) other FL-Certified Teachers who are teaching participating students at our WDW 21st CCLC to go over curriculum, lesson plans, data collection and student progress review.

The hourly LEAD PROGRAM COUNSELOR (Lead PC) minimum A.A., B.A. preferred, with background in counseling, trauma-informed approach or social-emotional learning needs of participating 21st CCLC students. The Lead PC will provide direct services to actively participating students; assist teachers in providing educational services programs; assist the WDW Site Coordinator with delivery of 21st CCLC Personal Enrichment activities to actively participating students; provide direct communication with students, parents and school-day teachers based on collaboration data in response to academic and behavioral progress and assignments; help students thrive in a safe environment; promote developmental and interpersonal skills to build positive relationships with peers, adults and the community.

Both the Certified Teachers and the Lead Program Counselor will be assisted by one (1) part-time 21st CCLC LEAD TUTOR and four (4) additional part-time 21st CCLC PROGRAM TUTOR ASSISTANTS (PTA's), all of whom have a minimum of a 2-year degree. The Lead Tutor and PTA's assist the teachers in homework assistance/academic programming; assist the Lead Program Counselor in providing social emotional services; assist the Site Coordinator in providing students with personal enrichment activities; and assist with parent/family education events and educational field trips.

The full-time WDW CLUB SERVICE DIRECTOR (SD) must have a 4-year degree, a minimum of five (5) years of Boys & Girls Clubs experience and be CPR-First Aid Certified. The Service Director is solely responsible for 21st CCLC program data collection. Additionally, the SD will: work with the Site

Coordinator to develop the 21st CCLC Personal Enrichment curriculum; oversee 21st CCLC operations within the framework of overall Club operations, including student check-in, class transitions/dismissal; work with family/community partners; disseminate program information to community; plan and implement 21st CCLC family events.

The full-time GRANT ACCOUNTANT holds a Bachelor's of Science in Accounting and has over 20 years of experience managing state and federal grants and adhering to GAAP standards. She will develop and maintain systems that support the financial reporting requirements of the current and proposed 21st CCLC grants; will coordinate and compile financial information to prepare internal reports, financial compliance reports, and grants billing. 85% of this position's total salary cost will be shared between five (5) BGCCF 21st CCLC academic and summer program grant sites, four of which are proposed and one of which (Levy Hughes) is continuing: Walt Disney World (15%), Universal Orlando (15%), Joe R. Lee (18%), Spring Creek (15%) and Levy Hughes (22%).

Our training plan has been built to directly increase the quality of 21st CCLC programming offered to participating students at our WDW Club. All 21st CCLC staff will participate in the following professional trainings over the course of the 2022-23 school year:

1. FOSTERING POSITIVE AND MEANINGFUL RELATIONSHIPS WITH YOUR STUDENTS. Taught by licensed mental health therapist, trained family counselor and educator Tara

Boddie, this professional development training will be provided to 21st CCLC staff quarterly and will teach them concrete ways to reach their 21st CCLC students to create strong educator-student relationships and build a collaborative learning community. Training topics to include: a) preparation for pedagogical practices; b) meaningful instructional delivery; c) classroom management; d) knowledge of student developmental, relational and emotional needs; e) collaboration within the learning community; and f) reflective practice and assessment of skills learned.

2. MENTAL HEALTH CHALLENGES: SUPPORTS AND SERVICES. Tammy Speed-Hefner, trained lead mental health counselor who works with OCPs, has a Masters in Social Work, has 20+ years' experience working with Title I students and families will provide social/emotional and mental health professional development to staff and parents that integrate trauma-informed care and effective learning strategies to mitigate the impact of ACEs or trauma while promoting resilience and well-being through the implementation and use of training workshops, coaching, and mental health support services, modeling appropriate child/teen development techniques, technical assistance materials, collaboration with local school officials, and Referral Network bridging with Orange County stakeholder partnerships.

3. USING ADVANCED TECHNOLOGY TO IMPROVE ELA AND MATH INSTRUCTION. Dr. Holly Ludgate, Director of Learning, Emerging Technologies at Full Sail University, will provide 21st CCLC staff with instruction in new apps, software and other technological experiences that will better engage students in ELA and Math learning. These programs will include, but are not limited to, Goggle Classroom, White Board, Prodigy, Dream Box, Interactive Flat Panel Games, Classroom Robots and 3D Printers.

4. EVERYDAY MATH CURRICULUM TUTORIALS. 21st CCLC teachers who are already experienced with the Everyday Math Tier 1 and 2 Curricula will lead this Club's 21st CCLC Program Tutor Assistants through the online modules of this curriculum's Classroom Resource Package (CRP). 21st CCLC Teachers will be able to access and review all modules while also monitoring each Tutor's progress. Teachers and Tutors will have access to these modules, with certificates of completion as appropriate, for one year.

5. BETTER UNDERSTANDING HOW TO UTILIZE DREAMBOX MATH IN THE CLASSROOM. Because DreamBox Math will be used as the Tier 3 computer-based intervention for all 21st CCLC students, 21st CCLC Teachers and Program Tutor Assistants will need to deepen their understanding of how best to use DreamBox Math in a classroom setting. Combined with Full Sail's instruction on the DreamBox Math

curriculum (see #3 above), DreamBox offers MyFlexPD, a self-paced professional development tool that uses real-time student data to provide educators with Professional Development (PD) content that is immediately relevant to what students are learning in the classroom. MyFlexPD provides a PD curriculum that will allow both 21st CCLC Teachers and Tutors to deepen their understanding of mathematical concepts as well as DreamBox learning techniques for the classroom.

6. **LEARNING THE LEVELED LITERACY INTERVENTION (LLI) SYSTEM.** This training explores what LLI is, what's included in the LLI systems, how LLI is implemented, and explores what responsive teaching looks like within the LLI lesson framework and how that type of teaching powers readers forward. 21st CCLC staff will learn how to plan for effective implementation of the LLI System while also learning how to monitor student progress through coding, scoring and analyzing records including comprehension conversations and record keeping.

7. **CORRECTIVE READING: REMEDIAL READING FOR STRUGGLING OLDER READERS.** Corrective Reading provides customized instruction on four levels that teach foundational skills to non-readers through 7th graders. This training will provide 21st CCLC staff with the tools needed to implement this approach to this Tier 3 Literacy program.

Combined, these professional development trainings will strengthen staff knowledge about the educational tools and techniques available to them to provide their 21st CCLC students with a more targeted and successful course of instruction. With upskilling and targeted professional development series, our staff will increase adult family member engagement which will boost participating students' learning, relationships, involvement with school, homework completion and more. Our program helps youth and families close learning gaps and helps remove barriers to achieving academic success. (Please refer to attached calendar).

Section 9: Implementing with Fidelity

Our 21st CCLC Senior Project Director, Site Coordinators and Club program staff collect and use data to evaluate how program participants are progressing in our carefully tailored academic and personal enrichment activities. Using evaluation data results and sharing those results to help improve the program and its impact is an important part of the evaluation plan. A true learning community can be fostered through data sharing for

the purposes of student and adult family member achievement/improvement. Evaluation results will be shared at our Program Team meetings, monthly staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least 2 times during the grant year. Data results, program operations and recommendations for program improvement will be covered in these meetings so that the community is well aware of 21st CCLC student-level and program performance. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year.

Each 21st CCLC site runs on a very detailed program schedule per quarter that includes type of activity, staff members for each type of activity, which room in the Club facility the lesson/activity will take place and all is accompanied by a lesson plan and dedicated staff. Our Club Service Director and Site Coordinator will share the responsibility of fidelity to daily program implementation and ensure continued quality improvement during program delivery. We employ a full-time Director of Program Impact & Services who is a national trainer and tasked with ensuring grant-funded initiatives are run with fidelity.

Each position on the 21st Century grant is also coded to that grant when they log their hours – these positions are solely dedicated to this program during the hours listed on our Site Profile.

Program Monitoring and Evaluation Plan

Our guiding principles are to establish and provide continual program monitoring and evaluation efforts. All of the programming and curriculum we chose come with program evaluation and data monitoring tools. Programmatically, and to track participant progress, we will perform baseline, mid and end of year tests on: ELA/Literacy; Math; Science; and Healthy Lifestyles as well as use school data for each student.

We will focus on five main elements:

Our plan will be focused, timely, useable, credible and demonstrate ethical practices.

- The data collected will focus both on short- and long-term goals of the program. This includes but is not limited to program and school attendance, Report Cards, Progress Reports, Behavioral Conduct, and Referral data each nine weeks. Our model will target specific informal and formal data collections practices that align with making a positive impact on student achievement. All of our tiered curriculum- based programs selected provide pre and post testing outcomes. Leveled Literacy Intervention (ELA), Everyday Math, Corrective Reading and Dream Box offer additional checkpoints within the structure of the program models that provide our certified teachers opportunities to reteach and or determine if a skill has been mastered. Informal data collection tools such as exit slips, checklists, student responses and work samples will be used daily in our club classes for timely feedback to increase student performance.
- Timely, Data will be collected and shared bi weekly as data meetings with our Site Coordinator and Lead Teacher. Relevant data shared too late is deemed not useful and could delay the progress for students. Data will be taken within the first 2 weeks of programming as not to delay the implementation interventions for students. Monthly scheduled meetings with our Senior Project Director.
- For ease of use, data collection will mostly be used within an online format. Most programs selected have this built in component. Those that do not, a Goggle Form to collect data will be created. The graphs that online access providers, allows for our 21st CCLC Certified teachers to make credible data- based decisions.
- This credible process to decision making will support data collection to be analyzed and standardized. A testing calendar and window will assist us with a standard process for collecting data and meeting as a team. In addition, all 21st CCLC Certified Teachers will use a written data strategy and questionnaire matrix to determine the hierarchy of needs within the data collection process.
- Finally, the data collection process will be monitored for ethical practicing that ensure security of private behavioral conduct matters, reported by the day school or parent, assessment items, reports, progress report data, student attendance, staff attendance to professional developments for trainings on implementing the program model and gathering data. Parents will be well informed of the program expectations of in-house assessment window during the application process, orientation, open house and additional dissemination strategies used to communicate with our families.

Below is a sample Program Progress Monitoring Schedule for the first nine weeks of the program:

1. Pre-test from August 11-17 to use as baseline for: ELA Intervention: Corrective Reading, Level Literacy Intervention (LLI); Math: Everyday Math and Dream Box; as well as outputs such as Attendance and GPA through end of year Progress Reports & Report Card (data pull from OCPS).

Responsible: Site Coordinator and Lead Teacher to take the lead and establish scheduled data collection meetings starting August 22nd. Daily student drop-off and pick-up checklist is implemented for behavioral conduct info.

2. Mid-quarter Check Point: September 19th to 22nd.

First 30 days' attendance check. Any student that has not maintained a 95% attendance rate will be provided a reminder letter about our attendance policy and 21st Century staff will reach out and engage parents. Also, Site Coordinator and Lead Teacher will review data and establish further interventions for youth that are not tracking well on their First Quarter Progress Report.

3. End of First Quarter Check:

Schedule Report Card Conferences with afterschool parents. October 24th – 28th. Senior Project Director and Site Coordinator will implement planned programming based on results of data collection to target youth in most need.

Lastly, because standards at the State level are soon changing our program team and staff will remain agile and open to adopting an evaluation plan that fits together with the model, purpose and frequency of those assessments and diagnostics. Our partner school district is committed to sharing data with us through our data use agreement and we would not want to duplicate efforts with the schools we work with so closely.

Section 10: Project Budget

See attachment.

Section 11: Plan for Sustainability

BGCCF stands behind our proposed 21st CCLC. We have designed an appropriate plan to ensure the long-term viability of these specialized academic services for this Club's targeted students and their families beyond the initial four-year funding period.

As part of BGCCF's overall sustainability plan, we prioritize cultivation and maintenance of diverse revenue streams for our programs, consistently working with stakeholders in the government, corporate and nonprofit sectors to identify additional funding sources, in-kind services and other funding opportunities. To begin with, we will work strategically to increase our internal fundraising capabilities to assist with the higher program operating costs anticipated after the four years of funding for this 21st CCLC program ends.

Our annual fundraising plan uses multi-tiered activities implemented by members of our agency's development team. These staff members have a combined 89 years of experience in fundraising and nonprofit management. As a team they work to increase BGCCF's base of individual, foundation and corporate donors, focusing on two premier fundraising events annually—Celebrate the Children Dinner & Auction and the Black & White Ball—as well as our Annual Campaign. Annual Campaign activities include: 1) cultivation, solicitation and stewardship of individual donors; 2) implementation of the Benevon Fundraising Model throughout our six-county service area; 3) point of entry opportunities; and 4) management of a variety of ask events. As a result, we hold five Faces of the Future fundraising breakfasts every year, one in each county we serve and one corporate event. Our development staff is assisted in all these endeavors by an engaged Board of Directors, whose purpose is to create awareness of our mission, steward current donors, onboard new individual donors and act as a conduit to further funding opportunities, volunteers, partnerships and in-kind donations.

Because the families we serve are unable to afford the many services we provide, it is critical we look to our wide network of government, foundation, corporate and individual donors for primary support of this program after our four years of 21st CCLC funding ends. Our organization's individual giving has proven to be our most resilient giving base for recurring support with the highest capacity. Because of this, our Board Leadership and Resource Development Team established the following areas as our strategic priorities. We have shifted our thinking from "finding resources to support programs" to "philanthropy as investing." We achieve this

- Increase Donor Retention Rate
- Measure numbers by constituency (Individuals, Foundations, Corporation)
- Increase investments from Individuals (focusing on organization's Giving Societies -Faces of the Future Giving Society, Jeremiah Milbank Society, Lifetime Giving Society and Heritage Club)

In order to move the needle on these priorities, our Resource Development Team focuses on five key metrics to achieve these goals; Identification, Point of Entry, Cultivation, Asking and Stewardship. Our team holds to and tracks weekly goals set around these metrics for accountability purposes.



21st Century Community Learning Centers



In addition to this strategy, each county has its own fundraising board or Branch Board that is responsible for advocating, collaborating with other agencies, raising unrestricted dollars and attracting more volunteer expertise to provide a variety of support and resources for each County's Clubs.

We see our high-level role as helping our investors achieve their philanthropic goals by matching their motivation and strategic philanthropic intent to our mission. Our organization believes in creating and sustaining a culture of philanthropy versus a culture of fundraising. This means building and sustaining lifelong relationships between investor and mission as well as a strong stewardship process and a deeper understanding of our donors and how they connect with our mission. Over the past ten years, our structure and focus on these key elements of success has positioned us to increase our Annual Giving by 42%.

In addition, a growing trend is that our corporate partners supply materials and volunteers, and through moves management garner and invitation to apply for grant funding. These additional program dollars increase the sustainability and long-term viability of the program services we are able to offer. Walt Disney World Resort, United Way and many corporate and family foundation partners are long-time supporters of this Club's programming.

For these reasons we are confident that we have the ability to ensure successful continuation of this grant beyond its four-year investment from Department of Education.

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

Agency Name: Boys & Girls Clubs of Central Florida

Project Number: 48E-2443B-3P003

Program Name: Walt Disney World

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

This change includes: ☐ Additions ☐ Deletions ☐ Both

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

- Section 1: Project Abstract Summary

Boys & Girls Clubs of Central Florida's Walt Disney World 21st CCLC, 5211 Hernandez Drive, Orlando 32808 serves 101-150 youth (K-5) during school year and summer from Pine Hills, Mollie Ray and Ridgewood Park Elementary Schools. For Pine Hills ES, the program operates from 3:20PM to 6PM 3:30-6PM Mondays-Tuesdays-Thursdays-Fridays, 2:20PM 2:30 to 6PM Wednesdays. For Mollie Ray and Ridgewood Park students, the program runs 3:40PM to 6:10PM Monday-Tuesday-Thursday-Friday, and 2:40PM to 6:10PM on Wednesdays. Afterschool begins 8/10/22, ends 5/19/2023 5/26/23. Summer operates 8:30AM-5:30PM M-F 6/5/23-7/21/23. ESSA approved activities include multi-tiered evidence-based ELA/Literacy, MATH, STEM academic interventions aligned to individualized student needs; Healthy/Active Lifestyles TRIPLE PLAY/HEALTHY HABITS programs (Fitness/Nutrition/Meditation-Positive Self-Esteem); SMART Moves drug/violence prevention programming; Academic Enrichment such as Culinary, Robotics, Kinds of Heat/Energy Classes. There will be 11 Adult Family Member Services events, with topics including AFMS include Strengthening Literacy Skills to Improve Jobs Prospects, Building Good Credit towards Homeownership, and Family Counseling, & Mental Health Support.

This change includes: ☐ Additions ☐ Deletions ☐ Both

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

- Section 4: Building Your Program Team

For example, we've had a long and fulfilling relationship with Full Sail University – they've provided us with world-class STEAM experiences for our youth, a variety of tech field skills building from music to coding and gaming with Full Sail Labs as well as professional development for our teachers. Dr. Holly Ludgate Sharyn Thomas from Full Sail has committed to participating on our Program Team for 4 years to help guide the STEAM and college and career focuses of our grant – serving as the member from a POST-SECONDARY INSTITUTION.

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We have two STUDENT REPRESENTATIVES who are pleased to sit on the Program Team: 1) Ranell George from Ridgewood Elementary. Ranell is a 5th grader, plays the drums at his church and is our WDW Club's Junior Youth of the Year. He is an honor roll student and has younger brothers that attend our Clubhouse. 2) Amira Freeman attends Mollie Ray Elementary as a 5th grader. Amira is one of four

siblings, all of whom attend the Boys & Girls Club. She carries a happy disposition and earns great grades as well. Her favorite area is our life skills area which she takes upon herself to tidy and make neat daily. Our additional PARENT REPRESENTATIVES (2) include the parent of our Junior Youth of the Year Ms. Nyalie William-George. Her well rounding approach to raising children, resulted in a well-rounded educated son that maintains a stability and a joy to learner and helping others. Amalee John, parent from Rolling Hills ES is our second PARENT program team member. Mollie Ray parent Marida Dipre is our TARGET COMMUNITY STAKEHOLDER. She supports the needs of her family by holding down two (2) full time jobs. Our program allows her access to meet the immediate needs of her family by our ability to maintain a safe, caring and supportive environment in our afterschool program.

Lanee Wilcox, serves as a Senior Administrator I of Curriculum and Instruction at OCPS and brings over 20 years of educational experience working with Title I families and schools. She has committed to serving on our Program Team for 4 years. Wilcox will SERVE AS OUR MEMBER FROM THE SCHOOL DISTRICT, advocating for this community's students for whom she has worked for across many years.
~~Tammy Speed-Hefner LMHC, MSW serves as OCPS' lead mental health expert and brings over 20 years of experience working with Title I families and schools to increase academic outcomes by addressing social-emotional barriers at the school, household, community levels. She has committed to serving on our Program Team for 4 years. Speed-Hefner will SERVE AS OUR MEMBER FROM THE SCHOOL DISTRICT, advocating for the Eatonville community which she has worked in for many years.~~

This change includes: ☐ Additions ☐ Deletions ☐ Both

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

- Section 5: Engaging Stakeholders

ENGAGING STAKEHOLDERS: KEY COMMUNITY MEMBERS

Before building our survey, our internal team discussed our previous years' stakeholder surveys, spoke with our primary 21st Century staff—including our teachers, program assistants, Club Directors and held some focus groups with the youth to gain an overall gauge on how our current grant is going. We took this internal feedback into our group discussions, led by our Senior Project Director (SPD), in order to shape the current proposal.

Our SPD engaged our existing 21st CCLC Advisory Board, local target school PRINCIPALS, current PARENTS and STUDENTS attending our program, and PARTNERS who have invested their time at our Club to ensure we had their buy-in and that they desired for us to move forward with our competitive application. We wanted the chance to hear from them about emerging and persistent needs in the community's children and families. These discussions have informed the program model we are proposing to Florida Department of Education.

We plan to bring our Program Team together a minimum of two times a year—virtually or in-person—across the four contracted grant years to review how the program is being implemented and to garner any feedback to make meaningful changes. In addition, we invite all Program Team members on-site to our Clubs to observe the program during operating hours.

This change includes: ☐ Additions ☐ ~~Deletions~~ ☐ Both

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

- **Section 7: Intentionally Designing Activities**

PARTNERS

5. Tammy Speed-Hefner, MSW, Mental Health Counselor, Educational Leadership: will provide specialized staff development training (7 workshops) for Boys & Girls Clubs of Central Florida Club 21st CCLC staff, centered on trauma-sensitive environments from 2018-present. Discounted rate ~~for 9~~ for 4 workshops estimated as in-kind contribution of \$600 ~~\$1,350~~.

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7. Erica Williams, Mathematics Curriculum Specialist, has worked with Title I schools as a Math Coach for K-8 and performed professional development with district school teachers for more than a decade. She will provide professional development training for Boys & Girls Club of Central Florida S-C Club 21st CCLC staff, centered on Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. Discounted rate for 4 workshops estimated as in-kind contribution of \$200 ~~\$700~~.

Florida's Nita M. Lowey 21st Century Community Learning Centers Evaluation Plan for 2022-23

Objective Category	Objective Number	Domain	Required Objective	Required Measure
1. Academic Achievement	1.A.1	English Language Arts (ELA)	75% of students will show gains in ELA performance on the F.A.S.T.	ELA Florida Assessment of Student Thinking (F.A.S.T.) scores will be collected for all students participating in FAST.
	1.A.2	English Language Arts (ELA)	75% of students will show gains in ELA on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in all grades periodically
	1.A.3	English Language Arts (ELA)	75% of students will show improvement in ELA grades	<u>Student grades and progress reports</u> will be collected for all students during the school year each grading period
	1.B.1	Mathematics	75% of students will show improvement in Math performance on the F.A.S.T.	Math Florida Assessment of Student Thinking (F.A.S.T.) scores will be collected for all students participating in FAST.
	1.B.2	Mathematics	75% of students will show gains in mathematics on an evidence-based progress monitoring system supported by the department's contractor	Regular progress monitoring data will be collected for students in all grades periodically
	1.B.3	Mathematics	75% of students will show improvement in mathematic grades	<u>Student grades and progress reports</u> will be collected for all students during the school year each grading period
	1.C.	Grade Point Average (GPA)-Secondary Only	75% of students will improve their cumulative GPA by at least 0.1 point annually	GPA will be collected for all students who receive a GPA annually
2. Dropout Prevention	2.A.	Attendance/Dropout Prevention	75% of students will improve their school day attendance annually	School day attendance rate will be collected for all students annually
3. Behavior	3.A.	Behavior	75% of students will improve their behavior annually	Data report on in-school suspension and discipline referrals will be collected for all students monthly
4. Engagement/ Safe and Supportive Relationships	4.A.1	Engagement/Safe and Supportive Relationships	75% of students will increase their safe and supportive relationships with peers and adults annually	Stakeholder Surveys (day school teachers on engagement) will be collected for all students annually
	4.A.2	Engagement/Safe and Supportive Relationships	75% of students will increase their engagement in school annually	Stakeholder Surveys (day school teachers on engagement) will be collected for all students annually



FUNDING REQUEST GUIDE

Program Name:		Walt Disney World Clubhouse 21st CCLC Program	
	Programing Period	Number of students that will receive 21st CCLC services in the indicated components ¹	Funding amount per school.
School Year	Yes	101-150	\$225,000.00
Summer	Yes	101-150	\$150,000.00
TOTAL			\$375,000.00

¹ The number total number of students that will receive 21st CCLC service at each target school.

MINIMUM anticipated number of students at each target school: Mollie Ray ES: 45 AS / 64 SUMMER. Pine Hills ES: 30 AS / 20 SUMMER. Ridgewood Park ES: 26 AS / 16 SUMMER.



2022-2023 SITE PROFILE

Agency Name	Boys & Girls Clubs of Central Florida			Project Number	48E-2443B-3P003		
Site Name	Walt Disney World Clubhouse				Zip Code	32808	
Site Address:	5211 Hernandez Drive			City	Orlando	County	Orange
Site Contact Name:	Niketra Johnson		Phone	407-252-6560	Email	njohnson@bgccf.org	

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Mollie Ray Elementary	K, 1, 2, 3, 4, 5	434	100%	K, 1, 2, 3, 4, 5		45	65		65
Pine Hills Elementary	K, 1, 2, 3, 4, 5	670	100%	K, 1, 2, 3, 4, 5		30	20		20
Ridgewood Park Elementary	K, 1, 2, 3, 4, 5	478	100%	K, 1, 2, 3, 4, 5		26	16		16
TOTAL						101	101		101

BEFORE SCHOOL SITE OPERATIONS						
Start Date		End Date		Total Number of Service Days		
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time						
End Time						
Hours						

AFTER SCHOOL SITE OPERATIONS							
Start Date	8/10/2022	End Date	5/19/2023	Total Number of Service Days		175	
Non-service days	9/05/22, 11/22/22, 11/23/22, 11/24/22, 11/25/22, 12/20/22, 12/21/22, 12/23/22, 12/26/22, 12/27/22, 12/28/22, 12/29/22, 12/30/22, 1/02/23, 1/03/23, 1/16/23, 2/20/23, 3/15/23, 3/16/23, 3/17/23						
Pine Hills ES	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	3:20 pm	3:20 pm	3:20 pm	3:20 pm	3:20 pm		
End Time	6:00 pm	6:00 pm	6:00 pm	6:00 pm	6:00 pm		
Hours	2.7	2.7	3.7	2.7	2.7	14.5	
Mollie Ray ES, Ridgewood Park ES	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	3:40 pm	3:40 pm	3:40 pm	3:40 pm	3:40 pm		
End Time	6:10 pm	6:10 pm	6:10 pm	6:10 pm	6:10 pm		
Hours	2.5	2.5	3.5	2.5	2.5	13.5	
Early Release Dates				Total Service Days		Hours/Day	

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
Service days	10/07/22, 10/28/22, 11/21/22, 12/19/22, 3/10/23, 3/13/23, 3/14/23					
	Holidays/Break	Total number of Holiday, School Break service days.	Saturday		Total number of Weekend service days.	
Start Time	8:30 am		Start Time			
End Time	5:30 pm		End Time			
Hours	9		Hours			

SUMMER SITE OPERATIONS								
Start Date	6/05/2023		End Date		7/21/2023		Total Number of Service Days	33
Non-service days	6/19/23, 7/04/23							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.	
Start Time	8:30 am	8:30 am	8:30 am	8:30 am	8:30 am			
End Time	5:30 pm	5:30 pm	5:30 pm	5:30 pm	5:30 pm			
Hours	9	9	9	9	9		45	

ADULT FAMILY MEMBER SERVICES	
Describe Frequency, Duration, and Dosage:	(1) 21st CCLC Program Orientation and Information Session (August)) 1 Session ; (2) 21st CCLC Open House (September) 1 Session ; (3) How to Support Academic & Behavioral Progress in Students- Progress Report Data (September, November, January) 3 Sessions ; (4) Literacy Lingo- Understanding Academic Language to support the needs of your child. (October) 1 Session (5) Relaunch- Parent Support Vocational Improvement (October, February) 2 Sessions ; (5) Rebuild- Financial Literacy; Credit Repair and Home Ownership Information (March) - 1 Session ; (6) Re-Store Family Counseling & Mental Health Support Program (December & April) 2 Sessions

Total Number of Sessions	11	Total Number of Adult Family Members Served	35
STUDENT/TEACHER RATIO			
Academic Ratio	2:17	Personal Enrichment Ratio	1:20



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BOYS & GIRLS CLUBS of CENTRAL FLORIDA

Program Name: **Walt Disney World Clubhouse** 21st CCLC After School Program

Contact Person: Niketra Johnson

Position: Senior Project Director

Mailing Address: 5211 Hernandez Dr. Orlando, Florida

Website Address: <https://www.bgccf.org/>

Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization: **Orange County Public Schools**

Administrative Contact Person:
Lanne Wilcox

Administrator Contact Title:
SR ADMIN.I - CURRICULUM AND INSTRUCTION

Email Address LANEE.WILCOX@ocps.net

Office Phone: 407-317-3200

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide Curriculum knowledge and expertise for ELA or MATH, ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
- **Student Development/Citizenship** – Provide ongoing support in collection for support social development of students that includes referral and school suspension data, Mentoring, character education activities, sponsor contests, support student led efforts, service learning; school committee work, fundraising, create school publications/communications, school cleanup, enhance the library or school environment, create parent center, etc.
- **College/Career Readiness** – Offer job shadowing, internships, site visits, career fair or career day, career materials and supplies. Extended learning opportunities on site and or off site.
- **Student Incentives/Motivation** – Sponsor contests in writing, art, math, science, etc., support student of the month or end of term/year student recognition programs, academic all---star program, create student scholarship program.
- **Support Families in Need** – examples: back to school drive, food drives and or food bank access, afterschool scholarships, offer dental or vision services, clothing, shoes drives. Mental Health supports and services.
- **Teacher/Staff Support or Recognition** --- Invite teachers to in---house training, seminars, provide job shadowing for teachers, provide food/supplies for recognition or training, establish teacher grant program.
- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

1) **Academic Achievement**

Signature of Program Team Member: *Lanne Wilcox*

Date: 3/8/2023

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Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Mollie Ray Elementary

Administrative Contact Person:

Patricia Sylvester

Administrator Contact Title:

Parent Engagement Liaison

Email Address

15341@ocps.net

Office Phone:

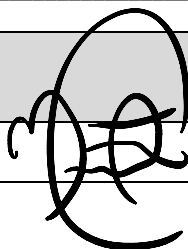
407.296.6460

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

Signature of Program Team Member:



Date:

5/18/2022



**NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA**

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BOYS & GIRLS CLUBS of CENTRAL FLORIDA

Program Name: **Walt Disney World Clubhouse 21st CCLC After School Program**

Contact Person: **Niketra Johnson**

Position: **Senior Project Director**

Mailing Address: **5211 Hernandez Drive Orlando, Florida**

Website Address: **<https://www.bgccf.org/>**

Phone: **407-252-6560**

Office: **407-841-6588**

Email: **njohnson@bgccf.org**

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Pine Hills Elementary

Administrative Contact Person:

Colita Smith

Administrator Contact Title:

PROGRAM COORD, PARENT ENGAG

Email Address: **13504@ocps.net**

Office Phone: **407-296-6500**

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Other:**

Selected Area(s) of Function:

Signature of Program Team Member:

Date: **5/18/22**



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Phone: **407-252-6560**

Office: **407-841-6588**

Email: **njohnson@bgccf.org**

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Ridgewood Park Elementary

Administrative Contact Person:

Administrator Contact Title:

Melissa Pratt

Secretary / Bookkeeper

Email Address

7822@ocps.net

Office Phone:

407-296-6510, ext. 382 2223

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

Signature of Program Team Member:

Melissa Pratt

Date:

5/20/22

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Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Ridgewood Park Elementary

Administrative Contact Person:

Ranell George

Administrator Contact Title:

Student

Email Address

4804325128@ocpsstudent.org

Office Phone:

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

Student Development/ Citizenship

Signature of Program Team Member:

Ranell George

Date: 5/12/2022

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Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Mollie Ray Elementary

Administrative Contact Person:

Amira Freeman

Administrator Contact Title:

Student

Email Address

4804280121@ocpsstudent.org

Office Phone:

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

Student Development/ Citizenship

Signature of Program Team Member:

Amira Freeman

Date: 5/12/2022



**NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA**

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BOYS & GIRLS CLUBS of CENTRAL FLORIDA

Program Name: **Walt Disney World Branch 21st CCLC After School Program**

Contact Person: Niketra Johnson

Position: Senior Project Director

Mailing Address: 5211 Hernandez Dr, Orlando, FL 32808

Website Address: <https://www.bgccf.org/>

Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Ridgewood Park Elementary School

Administrative Contact Person:

Nyalie William-George

Administrator Contact Title:

Parent

Email Address

nyalie.william@gmail.com

Office Phone:

407 276 4772

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Other:**

Selected Area(s) of Function:

Signature of Program Team Member:

Nyalie William-George

Date:

5/17/2022



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FLORIDA**

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Position: Senior Project Director

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Website Address: <https://www.bgccf.org/>

Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Mollie Ray Elementary School

Administrative Contact Person:

Marida Dipre

Administrator Contact Title:

Parent

Email Address

ANAMARIEABREUDIPRE@Gmail.com

Office Phone:

201-877-8870

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Other:**

Selected Area(s) of Function:

Signature of Program Team Member:

Marida Dipre

Date:

5/17/22



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

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Contact Person: Niketra Johnson

Position: Senior Project Director

Mailing Address: 5211 Hernandez Dr, Orlando, FL 32808

Website Address: <https://www.bgccf.org/>

Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Rolling Hills Elementary

Administrative Contact Person:

Amalee John

Administrator Contact Title:

Parent

Email Address

mizztrini11@gmail.com

Office Phone:

518-364-7409

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
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- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

Signature of Program Team Member:

Date:

5/17/2022

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Website Address: <https://www.bgccf.org/>

Phone: 407 252 6560

Office: 407-841-6588

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization:

Form 2 Fashion

Administrative Contact Person:

Jai Radcliff and Andrew Brown

Administrator Contact Title:

Program and Education Director

Email Address

<http://form2fashion.com>

Office Phone:

407-710-5565

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
- **Student Development/Citizenship** – Provide ongoing support in collection for support social development of students that includes referral and school suspension data, Mentoring, character education activities, sponsor contests, support student led efforts, service learning; school committee work, fundraising, create school publications/communications, school cleanup, enhance the library or school environment, create parent center, etc.
- **College/Career Readiness** – Offer job shadowing, internships, site visits, career fair or career day, career materials and supplies. Extended learning opportunities on site and or off site.
- **Student Incentives/Motivation** – Sponsor contests in writing, art, math, science, etc., support student of the month or end of term/year student recognition programs, academic all---star program, create student scholarship program.
- **Support Families in Need** – examples: back to school drive, food drives and or food bank access, afterschool scholarships, offer dental or vision services, clothing, shoes drives. Mental Health supports and services.
- **Teacher/Staff Support or Recognition** --- Invite teachers to in---house training, seminars, provide job shadowing for teachers, provide food/supplies for recognition or training, establish teacher grant program.
- **Health and Wellness/ Physical Fitness** – provide services that support student health, wellness and physical activities.
- **Other:**

Selected Area(s) of Function:

College and Career Readiness

Signature of Program Team Member:

J. Radcliff

Date: 5/13/2022



This **Program Team Member** agreement is coordinated in anticipation of the awarded 21st CCLC Grant for the Walt Disney World Clubhouse with Boys & Girls Clubs of Central Florida. Our mission is to develop a partnership with schools, agencies and community partners to develop a Program Team for their contribution, value or activities to be offered to our program. This support will aid in the student and success **at this Branch**. This agreement signifies an arrangement for a period of **4 years**. The plan highlights significant areas of contribution planned as a result of the partnership, and is subject to change as needs, conditions and opportunities arise.

BOYS & GIRLS CLUBS of CENTRAL FLORIDA

Program Name: **WDW Clubhouse 21st CCLC After School Program**

Contact Person: Niketra Johnson

Position: Senior Project Director

Mailing Address: 5211 Hernandez Drive

Website Address: <https://www.bgccf.org/>

Office: 407-841-6588 Cell: 407-252-6560

Email: njohnson@bgccf.org

PROGRAM TEAM MEMBER INFORMATION

Name of Program Team Member Organization: **FULL SAIL UNIVERSITY**

Administrative Contact Person:

Administrator Contact Title:

Sharlyn Thomas

Instructional Design Specialist

Email Address

Sharlynt@fullsail.edu

Office Phone:

407-317-3200

Program Team Plan (The community partner will perform 1 or more of the following activities)

- **Academic Achievement** – Provide ongoing support in data collection information for tiered academic services that includes iReady, Performance Matters, Teacher Based assessment data and or report card data. Read to students, tutor, provide technical expertise, display student work, provided ongoing data collection that serves to provide information for Tiered academic services.
- **Student Development/Citizenship** – Provide ongoing support in collection for support social development of student that includes referral and school suspension data, Mentoring, character education activities, sponsor contests, support student led efforts, service learning; school committee work, fundraising, create school publications/communication school cleanup, enhance the library or school environment, create parent center, etc.
- **College/Career Readiness** – Offer job shadowing, internships, site visits, career fair or career day, career materials and supplies. Extended learning opportunities on site and or off site.
- **Student Incentives/Motivation** – Sponsor contests in writing, art, math, science, etc., support student of the month and end of term/year student recognition programs, academic all-star program, create student scholarship program.
- **Support Families in Need** – examples: back to school drive, food drives and or food bank access, afterschool scholarships, offer dental or vision services, clothing, shoes drives. Mental Health supports and services.
- **Teacher/Staff Support or Recognition** – Invite teachers to in-house training, seminars, provide job shadowing for teachers, provide food/supplies for recognition or training, establish teacher grant program.
- **Health and Wellness/Physical Fitness** – provide services that support student health, wellness and physical activities
- **Other:**

Selected Area(s) of Function:

1) College/Career Readiness

Signature of Program Team Member:

[Signature]

Date:

1/13/23



Walt Disney World Clubhouse



3:20-6:10pm MTThF, 2:20-6:10pm W

3:20-4:10pm MTThF 2:20-3:10pm W - Afternoon SNACK & HOMEWORK

1st Rotation 4:10-5:10pm 2nd Rotation 5:10-6:10pm	RE-STORE ELA Tiered Intervention Program							RE-SOLVE Math Tiered Intervention Program	RE-FLECT Enrichment Program	Rejuvenate Enrichment Program	STEM-ulation Enrichment Program	Relief Homework Assistants Program
RE-STORE Extended Learning After School Classes	Tier 1 ELA Class	Tier 2 and 3 ELA Class	Tier 1 Math Class	Tier 2 and 3 Math Class	Healthy and Active Lifestyle Class Meditation Practice	Healthy and Active Lifestyle Class Culinary Classes * Career Competencies and Career Readiness	STEM Class Human Anatomy	Tier 1 Homework Help				
RE-STORE Extended Learning After School Instructors	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	21st CCLC Lead Program Counselor	21st CCLC Contracted Services West Development Academy & 21st CCLC Program Tutor Assistant	21st CCLC Contracted STREAMline Learning & 21st CCLC Program Tutor Assistant	21st CCLC Lead Program Tutor Assistant				
Room Locations	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Gym	Art Room	Game Room	Stage				
Kindergarten	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm				
First Grade	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Thursday 5:10pm	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm				
Second Grade	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Wednesday 5:10pm	Thursday 5:10pm	Monday 5:10pm	Tuesday 5:10pm				
Third Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm				
Fourth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm				
Fifth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm				

Wednesday Early Release (3:10-4:10pm): ReJOICE- Homework ReWard Program

Fulfillment Friday Schedule

Personal Enrichment	RE-READ Literacy Games	Re-Count Math Games	RE-VIVE Water Color Art	RE-Live Dream Box	RE-ACT Readers Theater	RE-Build Lego Robotics	RE-Discover Scavenger Hunt	Re-Write Cursive Writing
-1st Rotation 4:10-5:10pm 2nd Rotation 5:10-6:10pm	Personal Enrichment Board Games 21st CCLC Program Tutor	Personal Enrichment Board Games 21st CCLC Program Tutor	Personal Enrichment YAI-Art Director 21st CCLC Program Tutor	Personal Enrichment Computer Based Programming 21st CCLC Program Tutor	Personal Enrichment Reader's Theater	Personal Enrichment- Lego Robotics	Personal Enrichment Scavenger Hunts	Personal Enrichment Cursive Writing
Room Locations	Game Room	Game Room	Art Room	Computer Room	Stage	Classroom 1	Outside	Classroom 2
Kindergarten	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm
First Grade	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 5 & 6 Friday 4:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm
Second Grade	Week 5 & 6 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm
Third Grade	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 7 & 8 Friday 4:10pm
Fourth Grade	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 5 & 6 Friday 4:10pm
Fifth Grade	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm

6:10pm MTWThF - Dismissal

3:20-6:10pm MTThF, 2:20-6:10pm W

3:20-4:10pm MTThF 2:20-3:10pm W - Afternoon SNACK & HOMEWORK

1st Rotation 4:10-5:10pm 2nd Rotation 5:10-6:10pm	RE-STORE ELA Tiered Intervention Program		RE-SOLVE Math Tiered Intervention Program		RE-FLEX Enrichment Program	Rejuvenate Enrichment Program	STEM-ulation Enrichment Program	Relief Homework Assistants Program
RE-STORE Extended Learning After School Classes	Tier 1 Reading Class	Tier 2 and 3 Reading Class	Tier 1 Math Class	Tier 2 and 3 Math Class	Healthy and Active Lifestyle Class Stretching Classes	Healthy and Active Lifestyle Class Hydration Classes	STEM Class - Relax Aromatherapy Classes	Tier 1 Homework Help
RE-STORE Extended Learning After School Instructors	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	21st CCLC Lead Program Counselor	21st CCLC Program Tutor Assistant	21st CCLC Contracted STREAMline Learning & 21st CCLC Program Tutor Assistant	21st CCLC Lead Program Tutor Assistant
Room Locations	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Gym	Art Room	Game Room	Stage
Kindergarten	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm
First Grade	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Thursday 5:10pm	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm
Second Grade	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Wednesday 5:10pm	Thursday 5:10pm	Monday 5:10pm	Tuesday 5:10pm
Third Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm
Fourth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm
Fifth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm

Wednesday Early Release (3:10-4:10pm): ReJOICE- Homework ReWard Program

Fulfillment Friday Schedule

Personal Enrichment	RE-READ Literacy Games	Re-Count Math Games	RE-VIVE Water Color Art	RE-Live Dream Box	RE-ACT Readers Theater	RE-Build Lego Robotics	RE-Discover Scavenger Hunt	Re-Write Cursive Writing
1st Rotation 4:10-5:10pm 2nd Rotation 5:10-6:10pm	Personal Enrichment Board Games 21st CCLC Program Tutor	Personal Enrichment Board Games 21st CCLC Program Tutor	Personal Enrichment YAI-Art Director 21st CCLC Program Tutor	Personal Enrichment Computer Based Programming 21st CCLC Program Tutor	Personal Enrichment Reader's Theater	Personal Enrichment- Lego Robotics	Personal Enrichment Scavenger Hunts	Personal Enrichment Cursive Writing
Room Locations	Game Room	Game Room	Art Room	Computer Room	Stage	Classroom 1	Outside	Classroom 2
Kindergarten	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm
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Third Grade	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 7 & 8 Friday 4:10pm
Fourth Grade	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 5 & 6 Friday 4:10pm
Fifth Grade	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm

6:10pm MTWThF - Dismissal

3:20-4:10pm MTThF 2:20-3:10pm W - Afternoon SNACK & HOMEWORK

1st Rotation 4:10-5:10pm 2nd Rotation 5:10-6:10pm	RE-STORE ELA Tiered Intervention Program		RE-SOLVE Math Tiered Intervention Program		RE-FLEX Enrichment Program	Rejuvenate Enrichment Program	STEM-ulation Enrichment Program	Relief Homework Assistants Program
RE-STORE Extended Learning After School Classes	Tier 1 Reading Class	Tier 2 and 3 Reading Class	Tier 1 Math Class	Tier 2 and 3 Math Class	Healthy and Active Lifestyle Class Walking lasses	Healthy and Active Lifestyle Class Culinary Classes * Career Competencies and Career Readiness	STEM Class - Human Anatomy	Tier 1 Homework Help
RE-STORE Extended Learning After School Instructors	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	21st CCLC Lead Program Counselor	21st CCLC Contracted Services West Development Academy & 21st CCLC Program Tutor Assistant	21st CCLC Contracted STREAMline Learning & 21st CCLC Program Tutor Assistant	21st CCLC Lead Program Tutor Assistant
Room Locations	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Gym	Art Room	Game Room	Stage
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Second Grade	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Wednesday 5:10pm	Thursday 5:10pm	Monday 5:10pm	Tuesday 5:10pm
Third Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm
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Fifth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm

Wednesday Early Release (3:10-4:10pm): ReJOICE- Homework ReWard Program

Fulfillment Friday Schedule

Personal Enrichment	RE-READ Literacy Games	Re-Count Math Games	RE-VIVE Water Color Art	RE-Live Dream Box	RE-ACT Readers Theater	RE-Build Lego Robotics	RE-Discover Scavenger Hunt	Re-Write Cursive Writing
- 1st Rotation 4:10-5:10pm 2nd Rotation 5:10-6:10pm	Personal Enrichment Board Games 21st CCLC Program Tutor	Personal Enrichment Board Games 21st CCLC Program Tutor	Personal Enrichment YAI-Art Director 21st CCLC Program Tutor	Personal Enrichment Computer Based Programming 21st CCLC Program Tutor	Personal Enrichment Reader's Theater	Personal Enrichment- Lego Robotics	Personal Enrichment Scavenger Hunts	Personal Enrichment Cursive Writing
Room Locations	Game Room	Game Room	Art Room	Computer Room	Stage	Classroom 1	Outside	Classroom 2
Kindergarten	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm
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6:10pm MTWThF - Dismissal

3:20-6:10pm MTThF, 2:20-6:10pm W

3:20-4:10pm MTThF, 2:20-3:10pm W - Afternoon SNACK & HOMEWORK

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RE-STORE Extended Learning After School Classes	Tier 1 Reading Class	Tier 2 and 3 Reading Class	Tier 1 Math Class	Tier 2 and 3 Math Class	Healthy and Active Lifestyle Class COED Team Sport Tournament	Healthy and Active Lifestyle Class Healthy Habits BGCA Curriculum	Risky Behavior & Decision Making Classes * SMART MOVES	Tier 1 Homework Help
RE-STORE Extended Learning After School Instructors	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	BGA Sports -Contracted Services	21st CCLC Lead Program Counselor	21st CCLC Program Tutor Assistant	21st CCLC Lead Program Tutor Assistant
Room Locations	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Club Rooms 1-3	Gym	Art Room	Game Room	Stage
Kindergarten	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm
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Fourth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm	Wednesday 4:10pm
Fifth Grade	Monday 5:10pm	Tuesday 5:10pm	Wednesday 5:10pm	Thursday 5:10pm	Wednesday 4:10pm	Thursday 4:10pm	Monday 4:10pm	Tuesday 4:10pm

Wednesday Early Release (3:10-4:10pm): ReJOICE- Homework ReWard Program

Fulfillment Friday Schedule

Personal Enrichment	RE-READ Literacy Games	Re-Count Math Games	RE-VIVE Water Color Art	RE-Live Dream Box	RE-ACT Readers Theater	RE-Build Lego Robotics	RE-Discover Scavenger Hunt	Re-Write Cursive Writing
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Room Locations	Game Room	Game Room	Art Room	Computer Room	Stage	Classroom 1	Outside	Classroom 2
Kindergarten	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 3 & 4 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm
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Fifth Grade	Week 5 & 6 Friday 5:10pm	Week 7 & 8 Friday 5:10pm	Week 1 & 2 Friday 5:10pm	Week 3 & 4 Friday 5:10pm	Week 5 & 6 Friday 4:10pm	Week 7 & 8 Friday 4:10pm	Week 1 & 2 Friday 4:10pm	Week 3 & 4 Friday 4:10pm

6:10pm MTWThF - Dismissal



BOYS & GIRLS CLUBS
OF CENTRAL FLORIDA



June 5th - July 21st 2023
Monday-Friday 8:30am-5:30pm

Daily 8:30-9:00am Breakfast

Monday - Thursday Schedule 8:30-3:30pm

Kindergarten and 1st Grade

8:30-9:00am	9:00-9:55am	9:55-11:00am	11:00-11:25am	11:25-11:45am	11:45-1:35pm	1:35-2:30pm	2:30-3:30pm
Breakfast	Personal Enrichment 1	Reading Tier 1	LUNCH	Outside Enrichment	Math Tier 1-3	Academic Enrichment 2	Tier 3 Math and Reading

2nd Grade

8:30-9:00am	9:00-10:50am	10:50-11:45am	11:45-12:40pm	12:40-1:05pm	1:05-1:25pm	1:25-2:00pm	2:00-3:30pm
Breakfast	Reading Tier 1 and 2	Personal Enrichment 1	Academic Enrichment 2	LUNCH	Outside Enrichment	Math Tier 1	Tier 2 and 3 Math and Tier 3 Reading

3rd Grade

8:30-9:00am	9:00-10:50am	10:50-11:45am	11:45-12:40pm	12:40-1:05pm	1:05-1:25pm	1:25-2:00pm	2:00-3:30pm
Breakfast	Reading Tier 1 and 2	Academic Enrichment 2	Personal Enrichment 1	LUNCH	Outside Enrichment	Math Tier 1	Tier 2; Tier 3 MATH/Reading

4th Grade

8:30-9:00am	9:00-9:55am	9:55-10:50am	10:50-11:25am	11:25-11:50am	11:50-12:10pm	12:10-2:35pm	2:35-3:30pm
Breakfast	Reading Tier 1	Personal Enrichment	Reading Tier 2	LUNCH	Outside Enrichment	Math Tier 1-3 Reading Tier 3	Personal Enrichment 1

5th Grade

8:30-9:00am	9:00-9:55am	9:55-11:00am	11:00-11:20am	11:20-11:45	11:45-1:40pm	1:40-2:35pm	2:35-3:30pm
Breakfast	Academic Enrichment 2	Reading Tier 1	Outside Enrichment	LUNCH	Reading Tier 2 Math Tier 1 and 2	Personal Enrichment 1	Tier 3 Math and Reading

Summer Solstice Schedule

Daily 3:30-4:15pm Afternoon Assembly & SNACK

Monday & Friday 4:15-5:30pm		Tuesday 4:15-5:30pm		Wednesday 4:15-5:30pm		Thursday 4:15-5:30pm	
Art	K/1st Grade	Art	4/5th Grade	Art	3rd Grade	Art	2nd Grade
Board Games	2nd Grade	Board Games	K/1st Grade	Board Games	4/5th Grade	Board Games	3rd Grade
Computer Lab	3rd Grade	Computer Lab	2nd Grade	Computer Lab	K/1st Grade	Computer Lab	4/5th Grade
Make it Melt	4/5th Grade	Make it Melt	3rd Grade	Make it Melt	2nd Grade	Make it Melt	K/1st Grade

Friday Schedule 8:30-3:30pm

Kindergarten

8:30-9:00am	9:00-10:30am	10:30-11:00am	11:00-11:25am	11:25-11:45am	11:45-1:35pm	1:35-2:30pm	2:30-3:30pm
Breakfast	Splash Zone	Read Aloud	LUNCH	Outside Enrichment	Smart Moves	Sunshine Protection Classes	Computer Lab

1st Grade

8:30-9:00am	9:00-9:30am	9:30-11:00am	11:00-11:25pm	11:25-11:45am	11:45-12:40pm	12:40-1:35pm	1:35-3:30pm
Breakfast	Read Aloud	Splash Zone	LUNCH	Outside Enrichment	Computer Lab	Sunshine Protection Classes	Smart Moves

2nd Grade

8:30-9:00am	9:00-10:00am/11:30am	10:00-11:30am	11:45-12:40pm	12:40-1:05pm	1:05-1:25pm	1:25-2:00pm	2:00-3:30pm
Breakfast	Smart Moves	Splash Zone	Sun Screen Protection Classes	LUNCH	Outside Enrichment	Read Aloud	Computer Lab

3rd Grade

8:30-9:00am	9:00-10:30am	10:30-12:00pm	12:00-12:25pm	12:25-12:45pm	12:45-1:40pm	1:40-2:40pm	2:00-3:30pm
Breakfast	Read Aloud/ Smart Moves	Splash Zone	LUNCH	Outside Enrichment	Sunshine Protection Classes	Smart Moves	Smart Moves/Computer Lab

4th Grade

8:30-9:00am	9:00-9:55am	9:55-10:50am	10:50-11:25am	11:25-11:50am	11:50-12:10pm	12:10-1:30pm/3:00pm	1:30-3:00pm
Breakfast	Computer Lab	Sunshine Protection Classes	Read Aloud	LUNCH	Outside Enrichment	Smart Moves	Splash Zone

5th Grade

8:30-9:00am	9:00-9:55am	9:55-11:00am	11:00-11:20am	11:20-11:45	11:45-1:00pm	1:00-2:30pm	2:30-3:30pm
Breakfast	Sunshine Protection Classes	Read Aloud/Smart Moves	Outside Enrichment	LUNCH	Computer Lab/Smart Moves	Splash Zone	Smart Moves

Walt Disney World Clubhouse Adult Family Member Services 2022-23



The WDW Club's 21st CCLC program plans to offer the following Adult Family Member activities:

21st CCLC Program Orientation and Information Session (August/September): Parents and adult family members will be invited to the Club where they will be given a walkthrough of all programs and 21st CCLC processes so they can better understand expectations of 21st CCLC program student participants and their families. This forum also will allow parents and adult family members to voice their opinions and provide feedback to ensure positive communication.

21st CCLC Open House (September): Parents and adult family members will be given the opportunity to visit the 21st CCLC during program time to become better acquainted with student schedules and activities. They will also be able to meet the 21st CCLC Teachers and Tutors, learn about the 21st CCLC curriculum and learning goals, and find out more about future events scheduled for both their children and themselves. These include community literacy events at local libraries along with dates and times for additional Adult Family Member Activities.

How to support Academic & Behaviors Progress in students with use off Progress Report Data (3 Sessions Offered – September, November, January): This session will focus on facilitating knowledge of how to use your student's progress report data to: 1) prepare for an in-person teacher meeting; 2) begin the process to determine if your child has Special Needs or possibly qualifies for a 504 plan; and 3) create a plan with any of the four target schools to ensure your child's future academic achievement and growth.

Literacy Lingo, a presentation to help parents better understand the academic language used by teachers, so that they are better able to understand school testing results and progress assessments as they apply to their child. It will also help parents gain a better understanding of Skyward, the online support platform where parents can keep up with their kids' grades, view missing assignments, see diagnostic scores and have a view finder to how their children are performing during the school day.

Relaunch: Strengthening Parents' Literacy Skills to Increase Job Prospects (October & February):

Literacy Life Coaches will work with parents to grow and expand their individual skill levels. Sessions will focus on: 1) strengthening reading and comprehension skills, using books on personal growth, specific job skills and/or entrepreneurship, with subject matter based on parents' interests; 2) furthering adult family members' literacy skills by teaching the do's and don'ts of resume building; 3) preparing for jobs requiring 21st century job skills, as explained to parents by local hiring managers and supervisors; and 4) teaching parents the most effective interview skills, including the important aspects of grooming, dressing for success and body language. Naming this "relaunch" in an effort to help parents better navigate the changing job market due to how the pandemic shifted employment, available jobs and necessary upskilling in various sectors.

Rebuild Good Credit towards Homeownership (March):

A team of professionals from LPT Realty, including a CPA, will teach parents about credit repair, different types of lending, how to apply for a loan and other fundamentals like home inspections, to help them better understand the process of looking for and buying a home. Providing parents with practical information and opportunities to set and achieve a short-term or long-term goal of homeownership helps not only the parents, but also the child watching that parent set goals and use discipline and hard work to achieve that goal. Naming this "rebuild" also because many parents/families we serve are putting their lives back on track as the pandemic subsides.

Restore Family Counseling & Mental Health Support Program (2 Sessions, December & April):

Tara Boodie is a dynamic sought-after family counselor that speaks to women and churches all over Central Florida. Her support program provides families with foundational skills that allow shifts in behavior and sets boundaries for creating a more functional family environment. After her 60-minute session, each family will be offered one-on-one time to develop a course of action to build bonds and curate effective communication. Tammy Speed-Heffner is Orange Co. Public Schools' lead mental health professional. She has 25+ years of working with families and students who attend Title I schools. She will partner with us to provide mental health support discussions to increase parental knowledge of ACEs and how to work with their children and local school staff to improve academic and social-emotional outcomes for their students. Restorative measures are needed now more than ever as children and families restore their mental health and well-being after a difficult two years.

2022-23 Nita M. Lowey 21st CCLC Partners Table

Agency Name:		Boys & Girls Clubs of Central Florida (BGCCF)		Program Name: Walt Disney World Branch 21 st CCLC Program	
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Support
Orange County Public Schools	SD	In-kind	Has established data sharing agreement with BGCCF to provide required student data for WDW 21 st CCLC.	Access to appropriate student data	Yes
Mollie Ray Elementary School	SD	In-kind	Will provide I-Ready Diagnostic Reports for students to allow for more targeted Tier III academic instruction and support. Will work with BGCCF Site Coordinator and Program Team to provide better communication between school administrators/teachers and WDW 21 st CCLC program.	Increasing Academic Achievement Increasing Social Skills Development Alignment with School Day Instruction Alignment with FSA Standards	Yes
Ridgewood Park Elementary School	SD	In-kind	Will provide I-Ready Diagnostic Reports for students to allow for more targeted Tier III academic instruction and support. Will work with BGCCF Academic Liaison to provide better communication between school administrators/teachers and WDW 21 st CCLC program.	Increasing Academic Achievement Increasing Social Skills Development Alignment with School Day Instruction Alignment with FSA Standards	Yes
Pine Hills Elementary School	SD	In-kind	Will provide I-Ready Diagnostic Reports for students to allow for more targeted Tier III academic instruction and support. Will work with BGCCF Academic Liaison to provide better communication between school administrators/teachers and WDW 21 st CCLC program.	Increasing Academic Achievement Increasing Social Skills Development Alignment with School Day Instruction Alignment with FSA Standards	Yes

West Development Group: a Culinary Nutrition Consulting & Food-service Management Company	FPO	Discounted Service	Dontaye West and team (Culinary Instructors) will provide students Healthy Habits and Vegan Nutritional classes (called Culinary Arts, Afterschool and Culinary Arts, Summer in the budget), Academic and Fitness focused. Services provided at a discount, with all supplies and materials included in hourly rate.	Increase knowledge of healthy lifestyles behaviors Reinforcing Health & Nutrition	Yes
Orlando Ballet	CBO	In-Kind	Through their STEPS Community Enrichment & Education outreach program OB sends Ballet Teaching Artists to our Clubs to work with K-5 and beyond. They deliver art immersion and education services, dance class, rehearsals and culminating events at eight of our Clubs free of charge. NONMONETARY PARTNER	Increasing Academic Achievement Increasing Social Skills Development Reinforcing health & fitness	Yes
BGCCF/Youth Arts Initiative (YAI)	CBO	In-Kind	BGCCF provides numerous in-kind resources. Programmatically, YAI will provide art experiences and classes with a Teaching Artist. Also, BGCCF provides in-kind costs of operating a 21 st CCLC site: from 50%+ of utility costs, lease, insurance/building grounds maintenance & other occupancy costs as well. NONMONETARY PARTNER	Increasing Academic Achievement Increasing Social Skills Development Directly Increasing Quality of Student Programming	Yes
Crystal Taylor, Realtor	FPO	Discounted Services	Will provide one (1) Adult Family Member activity titled Credit and Homeownership Informational . In-kind contribution at a reduced rate.	Increasing Parental Engagement Increasing Adult Family Member real-world knowledge	Yes
Brand Name Athletes (BNA)	CBO	Discounted Services	Will provide non-contact flag football and education program to 21 st CCLC students. Health & Fitness focused. Services provided at a discount with all	Reinforcing health & fitness	Yes

			<i>supplies and materials included in program cost.</i>	<i>Increasing social skills development using team sports environment</i>	
Erica A. Williams Mathematics Curriculum Specialist	<i>FPO</i>	<i>Discounted Services</i>	<i>Will provide professional development training for Boys & Girls Club of Central Florida S-C Club 21st CCLC staff, centered on Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades.</i>	<i>Directly Increasing Quality of Student Programming</i> <i>Increasing Academic Achievement</i>	<i>Yes</i>
Tammy Speed-Hefner, MSW Educational Leadership	<i>FPO</i>	<i>Discounted Services</i>	<i>Will provide specialized staff development training (2 workshops) for Boys & Girls Clubs of Central Florida Clubs' 21st CCLC staff, centered on trauma-sensitive environments from 2018-present.</i> <i>Will also provide 2 Mental Health Counseling workshops to Club's 21st CCLC parents.</i>	<i>Alignment with socioemotional learning objectives</i> <i>Increasing Social Skills Development</i> <i>Increasing Parental Engagement</i>	<i>Yes</i>
STREAMline Learning	<i>CBO</i>	<i>Discounted Services</i>	<i>Will provide in-person Science and STEM education to 21st CCLC students in Quarters 2 & 4 and during Summer.</i> <i>Services provided at a discount, with all supplies and materials included in hourly rate.</i>	<i>Directly Increasing Quality of Student Programming</i> <i>Increasing Academic Achievement</i> <i>Increasing knowledge of STEM and STEAM subjects</i>	<i>Yes</i>
Full Sail University, Dr. Holly Ludgate	<i>FPO</i>	<i>Discounted Services</i>	<i>Full Sail will be providing four (4) specialized professional development sessions on the topic of Advance Technology for Literacy & Math Instruction Implementation & Enrichment Outcomes.</i>	<i>Professional Development of 21st CCLC Teachers</i> <i>Directly Increasing Quality of Student</i>	<i>Yes</i>

			<i>They are offering us these services at a discounted rate.</i>	<i>Programming</i> <i>STEAM Integration Activity for Parental Involvement</i>	
Tara Boddie, Central Healthcare & Consulting	FPO	<i>Discounted Services</i>	<p><i>Will provide specialized staff development training for Boys & Girls Clubs of Central Florida Clubs' 21st CCLC staff, centered on educational approaches</i></p> <p>Staff Training on Fostering Positive and Meaningful Relationships with our afterschool students, four professional development workshops with 21st CCLC staff.</p>	<p><i>Directly Increasing Quality of Student Programming</i></p> <p><i>Increasing Academic Achievement</i></p> <p><i>Increasing knowledge of educational approaches and intervention services for underperforming students</i></p>	Yes



445 W. Amelia Street • Orlando, Florida 32801 • (407) 317-3200 • www.ocps.net

May 17, 2022

Kimberly Berry
Director
Florida Department of Education
325 West Gaines Street, Suite 332
Tallahassee, FL 32399-0400

Dear Ms. Berry:

On behalf of Orange County Public Schools (OCPS), the ninth-largest school district in the nation and the fourth largest in Florida, I would like to express our support for the Boys and Girls Club of Central Florida's (BGCCF) grant application being submitted to the Florida Department of Education under the 21st Century Community Learning Centers (21st CCLC) program. OCPS has a long-standing partnership with the BGCCF in offering this program to a number of students in the district.

This is a four-year grant designed to support the creation of community learning centers that provide high-yield academic opportunities during non-school hours for children, particularly for students who attend high-poverty and low-performing schools (2022-26). If selected, program implementation will take place at the BGCCF's Walt Disney World Clubhouse (Carver Shores) and provide services to eligible students that attend Mollie Ray, Pine Hills, and Ridgewood Park elementary schools.

The BGCCF's commitments to this project are to:

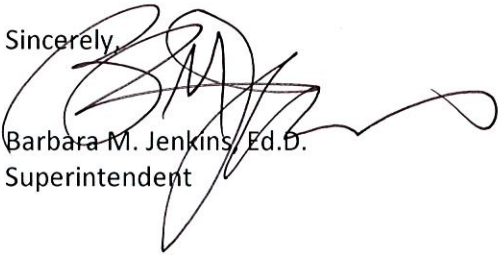
- Provide enrichment opportunities facilitated by certified teachers in the after-school program to support academic gains in the core subjects of English Language Arts, Science, and Mathematics facilitated by certified teachers in the after-school program; and
- Offer academic and personal enrichment opportunities to K-5 students and their adult family members through measurable objectives.

The OCPS commitment to this project is to:

- Collaborate with the BGCCF staff with data needs through a Data Sharing, Use, and Privacy Agreement that includes at a minimum, student demographic information, student grades, attendance records, assessment data, and grade promotion.

We look forward to implementing this program model for our students and continuing our successful partnership in the years to come. This initiative aligns with our School Board's Strategic Objectives of High Expectations for Student Learning and Engaged and Invested Community.

Sincerely,


Barbara M. Jenkins, Ed.D.
Superintendent



Orange County Public Schools

MOLLIE RAY ELEMENTARY

2000 Beecher Street
Orlando, Florida 32808
(407) 296-6460 (Phone) ~ (407) 521-3327 (Fax)

Dr. Nathaniel Stephens, Principal
Danielle Spooner, Asst. Principal

April 1, 2022

Ms. Niketra Johnson
Boys & Girls Clubs of Central Florida
101 E. Colonial Drive
Orlando, Florida 32801

RE: 21st Century Community Learning Center Program, serving Mollie Ray ES students

Dear Ms. Johnson:

It is my pleasure to write this letter of support for your 21st Century grant serving Mollie Ray Elementary students who attend the afterschool program at Walt Disney World Clubhouse Boys & Girls Club.

Our school commits to providing i-Ready Diagnostic Reports, report card & test grades, behavioral reports/discipline referral and other requested data intended to increase academic and social-emotional outcomes for the students allocated to the grant. This program will allow for Tier III interventions and increase academic achievement for underperforming students from our school. Mollie Ray Elementary will provide a point of contact to provide better support to ESE students, struggling learners, and the school at large in various capacities, collaborating closely with their teachers and faculty to ensure school work is completed, that IEPs are understood, and that arising educational needs are addressed.

21st Century Programs support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high poverty schools, can find the academic and personal supports they need to succeed. The program helps students meet state and local standards in core academic subjects, specifically ELA/Reading and Math, as well as a broad array of enrichment activities that can complement their regular school-day learning; offering literacy and other educational services to participating children's families.

In conclusion, I fully support the efforts of BGCCF as they seek external funding to support a program targeting the needs of our students. Any program that can help our students meet academic standards, as well as provide life-changing personal development opportunities, during afterschool hours and school calendar break days will benefit our students, campus and the community at large.

Sincerely,


Nate Stephens, Ed.D.
Principal



Ridgewood Park Elementary School

AT RIDGEWOOD PARK ELEMENTARY, WE PROVIDE ALL STUDENTS AN EXCEPTIONAL EDUCATIONAL EXPERIENCE THAT LEADS TO EXCELLENCE IN PRESENT AND FUTURE ENDEAVORS.

Ms. Rebecca Yedvobnick
Principal

Ms. Tanekia Gage
Assistant Principal

April 12, 2022

Ms. Niketra Johnson
Boys & Girls Clubs of Central Florida
101 E. Colonial Drive
Orlando, Florida 32801

RE: 21st Century Community Learning Center Program, serving Ridgewood Park ES students

Dear Ms. Johnson:

It is my pleasure to write this letter of support for your 21st Century grant serving Ridgewood Park Elementary students who attend the afterschool program at Joe R. Lee Branch Boys & Girls Club. This program will allow for interventions and increase academic achievement for underperforming students from our school.

21st Century Programs support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high poverty schools, can find the academic and personal supports they need to succeed. The program helps students meet state and local standards in core academic subjects, specifically ELA/Reading and Math, as well as a broad array of enrichment activities that can complement their regular school-day learning; offering literacy and other educational services to participating children's families.

In conclusion, I fully support the efforts of BGCCF as they seek external funding to support a program targeting the needs of our students. Any program that can help our students meet academic standards, as well as provide life-changing personal development opportunities, during afterschool hours and school calendar break days will benefit our students, campus and the community at large.

Sincerely,

Rebecca Yedvobnick
Principal, Ridgewood Park Elementary School



PINE HILLS ELEMENTARY

1006 Ferndell Road
Orlando, Florida 32808



Latonya Smothers – Principal
Adasha Elmore – Assistant Principal

"Setting the Example, By Being the Example"

Phone (407) 296-6500
Fax (407) 296-6436

March 28, 2022

Ms. Niketra Johnson
Boys & Girls Clubs of Central Florida
101 E. Colonial Drive
Orlando, Florida 32801

RE: 21st Century Community Learning Center Program, serving Pine Hills ES students

Dear Ms. Johnson:

I am pleased to write this letter of support for your 21st Century grant serving Pine Hills Elementary students who will attend the afterschool program at the Walt Disney World Clubhouse Boys & Girls Club.

Our school is committed to providing i-Ready Diagnostic Reports, report cards/test grades, behavioral reports/discipline referrals, and other requested data intended to increase academic and social-emotional outcomes for the students allocated to the grant. This program will allow for Tier III interventions and improve academic achievement for underperforming students from our school. Pine Hills Elementary will specify a point of contact to provide better support to ESE students, struggling learners, and the school in various capacities, collaborating closely with their teachers and faculty to ensure schoolwork is completed and that IEPs are understood arising educational needs are addressed.

21st Century Programs support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty schools, so they can find the academic and personal supports they need to succeed. The program helps students meet state and local standards in core academic subjects, specifically ELA/Writing and Math, as well as a broad array of enrichment activities that can complement their regular school-day learning, offering literacy and other educational services to participating children's families.

In conclusion, I fully support the efforts of BGCCF as they seek external funding to support a program targeting the needs of our students. Any program that can help our students meet academic standards and provide life-changing personal development opportunities during afterschool hours and school calendar break days will benefit our students, campus, and the community at large.

Sincerely,

Principal
Pine Hills Elementary School

Ms. Niketra Johnson

Project & Service Director

West Development Group is a Culinary Nutrition Consulting & Food-service Management Company which focuses on Student Menu Production, Farm to School Initiatives, and Culinary Arts Training in the greater Central Florida Areas. We provide academic and culinary arts development with an emphasis on global cuisines, entrepreneurship, and self-confidence as culinarians. Our culinary arts services have been featured during multiple events such as Taste of Orlando and The Orlando Food & Wine Festival. Our Academic Culinary Arts Academy has partnered with 21st Century Program sites such as Levy Hughes, Walt Disney, Joe R. Lee, Universal, and the Sanford Community Boys and Girls sites for over 5 years.

As Partners, we acknowledge the influence that the Boys & Girls Club of Central Florida and 21st Century Programs have on our communities and the students living within them and submit the below formal bid proposals/Partnership letter to provide our curriculum and services to the Boys & Girls Clubs of Central Florida **Walt Disney World Clubhouse**. Typically, our services range from \$125-\$200 an hour but we are prepared to offer our ACAA programs at the below reduced rates for the 2022-23 fiscal year.

- 8 hours per week for 32-week **Academic Culinary Arts Academy** @\$75.00 an hour
Encompasses a full academic development program based on culinary arts and career growth
- 5 hours per week for 10-week summer **Academic Culinary Training** course @\$75.00 an hour
Encompasses a full academic development program based on culinary arts and career growth
- **Kitchen Science and Math** program @\$75.00 an hour
Learn proper weights, detailed measurements, and the recipe conversions necessary for the everyday life

Scope of Service Provided: Academic, Nutrition, & Social Development through Culinary Arts Education

Culinary Arts	Academic Enrichment	Nutrition Instruction	Social Development	Program Assessment
Farm to School	Daily Reading Assignments	Special Diets and Disorders	Problem Solving	Class Review (Q&A)
Equipment & Cooking Techniques	Recipe Interpretation	Food as Medicine (earth's natural remedies)	Group Interactive Activities	Practical Exam (Cooking Demonstration)
Garde Manger (cold prep and Salads)	Proper Ingredient Interactions (do's and don'ts)	Ingredient Label Knowledge and nutritionals	Lectures with Q&A Discussions	Peer Judges Panel (Cooking Challenge)
Global Cuisine Recipes	Weights and Measurements	Good vs Bad Fats	Student Presentations	
Baking & Pastries	Entrepreneurship (knowing the Business)	Healthy Habits & Portion Control	Parental Involvement	
Preparation and Cooking Demonstration	Textures and Flavor Profiles		Youth Cooking Challenge	

We're confident that our ACAA program curriculum, lesson plans, and above services will help to enhance your students academic performance, and look forward to working with the Boys & Girls Clubs of Central Florida this upcoming school year!

Sincerely,

Niurka West

Head coordinator of The Academic Culinary Arts Academy

WWW.WESTDGLLC.COM @westdglc

INFO@westdglc.com 407-308-5020

Where we are building Culinary Monsters!

ORLANDO BALLET

JORDEN MORRIS | ARTISTIC DIRECTOR

May 3, 2022

Orlando Ballet
Charmaine Hunter
600 N. Lake Formosa Drive
Orlando, Florida 32803

Caberbe Joseph
101 E. Colonial Drive
Orlando, Florida 32801

To whom it may concern:

My name is Charmaine Hunter, and I am the Director of Community Enrichment for Orlando Ballet. I am writing this letter in support of our education partner the Boys & Girls Clubs of Central Florida.

We have been partnering on educational initiatives for the past 5 years. Each year, the membership in our programs have not only grown, but we have also managed to retain members and captivate interest in all the initiatives. With that said new arts programs have been created due to the fascination with the performance arts programs.

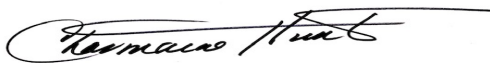
The Boys & Girls Clubs of Central Florida have been very consistent in their commitment to improving the lives and experience of their members by offering opportunities members would normally not have access to. With that said, the performance experience has improved yearly.

One way we would like to keep improving the arts programs, is to create real performance opportunities outside of their club home. Providing the professional theater experience is one way to educate our members in real time.

The Boys & Girls Clubs of Central Florida has always gone above and beyond to prepare their members with the best education and experiences possible. Raising bright, contributing members of society.

I am in full support of BGCCF.

Kind regards,



Charmaine Hunter



Syd & Marianne Levy Service Center

101 E. Colonial Drive
Orlando, Florida 32801

Phone: 407.841.6855
Fax: 407.872.7796
www.bgccf.org

Mail: P.O. Box 2987
Orlando, Florida 32802

Gary W. Cain, President & CEO

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May 16, 2022

Florida Department of Education
Bureau of Family and Community Outreach
325 West Gaines Street, Suite 1444
Tallahassee, FL 32399

To Whom it May Concern at Florida DOE 21st Century Community Learning Center Program Office:

It is with great pleasure that I write this letter in overwhelming support to continue our partnership with the State of Florida to support three (3) 21st Century Community Learning Centers in communities of greatest need in the Orlando area: Eatonville, Pine Hills and Carver Shores. These vital programs help us provide high level academic and personal enrichment activities for our Club member students attending eight target Orange County Title I schools.

Through 21st Century, we have strengthened our relationship with Orange County Public Schools (OCPS) and seen our youth flourish and improve their academics. Where youth were falling behind, they level set their academics and overwhelmingly were promoted to each grade level successfully. At Boys & Girls Clubs of Central Florida, we see school and learning not just as getting good grades, but a foundation that we lay to cultivate life-long learners and I strongly feel that the 21st Century programming allows us to boost our ability to do just that.

In adamant support, BGCCF commits to providing numerous in-kind services and resources to ensure the program will be a success. We provide some of the following:

- ample dedicated program spaces for academics, arts and movement as well as a computer lab and cafeteria at three of our largest Clubs;
- highly trained *Youth Arts Initiative* Teaching Artists who provide high-quality art fine arts and dance instruction under a nationally-recognized framework of best practices;
- numerous volunteers to increase college and career exposure;
- a plethora of corporate sponsors such as Walt Disney World, Universal Orlando, Best Buy, GAP/Old Navy, Ross, Nike, Humana, AdventHealth and Amazon;
- hot meals, snacks and BGCCF branded clothing;
- any additional resources, program supplies, transportation, agency vehicles and our portion of operating costs and staff costs to support programming but that are not included in the grant budget.

We are grateful to have a wide network of resources and stakeholders who provide additional services to each of our Clubs. I look forward to continuing our ability to work with Florida Department of Education and am proud of the nearly twelve years of opportunity your impactful programming has created in the communities we serve.

Sincerely,

Gary W. Cain
President & CEO
gcain@bgccf.org



GREAT FUTURES START HERE.





May 1, 2022

Kimberly Scriven Berry
Bureau Chief
Bureau of Family and Community Outreach
325 West Gaines Street, Suite 1444
Tallahassee, FL 32399

To Whom It May Concern:

I am excited to support the Boys & Girls Clubs of Central Florida's 21st Century Community Learning Center grant application at the **Walt Disney Clubhouse site**.

It is my pleasure to provide this letter of support for Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at the following Branch: **Walt Disney Clubhouse**

The student academic and personal enrichment programs, along with the amazing adult family member programs that are offered, has been so beneficial to the communities that are served. Students are able to practice academic concepts that were taught during the school day with certified teachers at the Boys & Girls Clubs of Central Florida locations. This allows students to ask questions and get clarifications for any academic standards that they may be struggling with. By giving students this opportunity, the Boys & Girls Clubs of Central Florida have created an environment of academic growth where students gain confidence and work towards mastering academic standards.

I support this initiative fully and am excited about partnering with each of the aforementioned clubs to provide additional services to students and adult family members in the area of real estate. The goal of providing real estate education to the program participants is to teach them more about the real estate market, what it takes to purchase a home, information about renting versus buying, money management, how to save for down payments and closing costs, available programs to help pay for a home purchase, how to choose a title company, fees that are included in real estate purchases and sales, credit score and credit management, the home buying process, choosing the right real estate agent and the pros/cons associated with home purchasing.

In addition to providing this education, I will also have other individuals present information to the program participants including a home inspector, a mortgage broker/lender, a stager, and a credit repair specialist. This information will be greatly beneficial to the program participants and will help them become more aware of home ownership and the opportunities that they have to purchase their own home. It will also help them further understand the real estate

process in buying and selling, as well as what they can do to achieve their goal of home ownership.

Since the Boys & Girls Clubs of Central Florida has extensive experience implementing successful 21st Century Community Learning Centers at a variety of sites, I know that their new program will be a staple in the community once again.

It is my intent to collaborate with the Boys & Girls Clubs of Central Florida to provide real estate services, as well as provide additional real estate professionals on my team to go to each location and share information and tips that are beneficial to both buyers and sellers.

My services normally cost approximately \$500/hour but for this project I will partner with BGCCF for a discounted rate of \$600.

I am honored to serve by offering discounted rate services. I look forward to working together with BGCCF to make a positive difference in the lives of all program participants.

Sincerely,

Crystal Taylor, M.B.A., Ed.S.

REALTOR®/Real Estate Investor/Team Leader/Real Estate Services Educator

Direct: (407) 607-6585



May 10, 2022

Kimberly Scriven Berry

Bureau Chief

Bureau of Family and Community Outreach

325 West Gaines Street, Suite 1444

Tallahassee, FL 32399

To Whom It May Concern:

It is my pleasure to provide this letter of support for Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at the following Branches:

Universal Orlando Foundation, Walt Disney, and Joe R. Lee.

I have seen the positive impact that their programs have made on the children they serve. I am confident in their ability to implement a quality 21st CCLC tiered interventions services, project-based learning program along with comprehensive academic enrichment and personal activities, while providing learning experiences for groups of children who might not otherwise have these kinds of opportunities.

BNA Sports is a nonprofit sports-based youth development organization that meaningfully engages young athletes psychologically, physically, socially, and emotionally. We promote and enhance athletic performance to develop skills on and off the field of PLAY!

Physically Active. **L**earn. **A**dvance Athletic Skill and Ability. **Y**outhful!

It is our intent to collaborate with the **(Walt Disney Club)** to provide a competitive and comprehensive non-contact flag football and education program. The flag football program will include individualized reversible NFL FLAG jerseys, custom flag belts, footballs, certified coaches and officials, flag football drills, coach and athlete development, training videos, and so much more.

Our services normally cost approximately \$ 22,500 but for this project we are willing to partner with BGCCF for a discounted rate of \$ 15,000.

We are honored to serve by offering a quality non-contact flag football and education program for boys and girls. We look forward to working together with BGCCF and their mission of reaching every child in this community to make a positive difference in their lives.

Sincerely,

Darrell Taylor

Brand Name Athletes (BNA) Sports Organization - 501c3

Erica A. Williams

(305) 879-0285



erbaccus@gmail.com



2523 Sandy Lane
Orlando, Fl. 32818



To Whom It May Concern:

It is my pleasure to provide this letter of support for Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at **Walt Disney Club**. I have seen the positive impact that their programs have made on the children they serve. I am confident in their ability to implement a quality 21st CCLC tiered interventions services, project-based learning program along with comprehensive academic enrichment and personal activities, while providing learning experiences for groups of children who might not otherwise have these kinds of opportunities.

As a Curriculum Specialist, I provide cutting edge professional development that prepares teachers to build solid foundations in math through the use of strategies and interventions that meet students at their levels. With over 18 years of experience in education, I have earned a Master's degree in Special Education and a Specialist degree in Curriculum and Instruction Management. I know the role effective professional development plays in reaching the masses of underserved students that are working below grade level. Teachers will be introduced to strategies using: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades as an educators' guide. This guide addresses deficits in mastery of number facts, computational skills, knowledge transfer, understanding the language of math, comprehending the visual and spatial information, perceptual affinity, and making real world connections through problem solving. Addressing these deficits allows students to build their confidence in Math, expand their capacity for questioning, and ignite their sense of academic curiosity. In addition, by emphasizing conceptual understanding over procedure and providing authentic problems that increase students' drive to engage with math, students will develop a positive attitude towards math and become lifelong learners.

While working as a Math coach at a Title-I school where I facilitated weekly professional development with teachers in grades Kindergarten through 5th. During our weekly learning communities, I review the standards being taught, examine what students should know, and help instructors plan to address any misconceptions about the standards. As a result of our weekly meetings, teachers are more comfortable teaching the standards and addressing deficiencies that they may encounter in their students. In addition, students that were working significantly below grade level according to the I-Ready beginning of the year assessment have demonstrated significant learning gains on the End of Year I-Ready assessment. This will be particularly vital this year considering the adoption of the Florida's Best Standards. It is imperative that teachers are able to deconstruct the new standards and introduce students to strategies that will aid in their understanding of the content. It is our intent to collaborate with the Walt Disney Club to provide professional development in the areas of Mathematics. Our services normally cost approximately \$350.00 but for this project we are willing to partner with BGCCF for a **discounted rate of \$300.00**.

We are honored to serve by offering professional development to their 21st century teachers for Mathematics. We look forward to working together with BGCCF and their mission of reaching every child in this community to make a positive difference in their lives.

Sincerely,

Erica Williams

May 9, 2022

Tammy Speed-Hefner
Family and Staff Enrichment
1724 Sparrow Song Lane
Ocoee, FL 34761



To Whom It May Concern:

It is my pleasure to provide this letter of support for Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at the Walt Disney World Clubhouse in Pine Hills, City of Orlando.

I have seen the positive impact of their programs on the children they serve. I am confident in their ability to implement a quality 21st CCLC tiered interventions services, project-based learning program, and comprehensive academic enrichment and personal activities while providing learning experiences for groups of children who might not otherwise have these kinds of opportunities.

Our services provide social/emotional and mental health professional development to staff and parents that integrate trauma-informed care and effective learning strategies to mitigate the impact of ACEs or trauma while promoting resilience and well-being through the implementation and use of training workshops, coaching, and mental health support services, modeling appropriate child/teen development techniques, technical assistance materials, collaboration with local school officials, and Referral Network bridging with Orange County stakeholder partnerships.

We intend to collaborate with the Walt Disney Club to provide professional and mental health professional development to staff and parents.

Our services typically cost approximately \$500.00 per session, but for this project, we are willing to partner with BGCCF for a discounted rate of \$300.00 per session.

We are honored to serve by offering mental health professional development to staff and parents. We look forward to working together with BGCCF and their mission of reaching every child in this community to make a positive difference in their lives.

Sincerely,

Tammy Speed-Hefner

Family and Staff Enrichment

Nicole Horton-Harris

Executive Chairman

☎ +1 (407) 543-2893

✉ support@StreamlineLearning.org

🌐 www.StreamlineLearning.org



To Whom It May Concern:

STREAMline Learning is very pleased to provide this letter of support for the Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at the Walt Disney Branch.

The Boys and Girls Club of Central Florida has provided comprehensive programming that has made an unbelievable impact on the children they serve. It is imperative that they continue to have the ability to engage the children of this community in highly effective 21st CCLC tiered intervention services, project-based learning programming and rigorous academic enrichment.

STREAMline Learning offers project-based learning with the use of multidisciplinary learning goals to increase gains in all academic areas. Our proven research-based curriculum and materials give students the opportunity to engage in a hands-on STEM Lab with the infusion of The Arts and Intensive Reading. With certified teachers developing and delivering each lesson, students receive an individualized analysis of tiered interventions that meet the needs of each student.

It is our intent to collaborate with The Walt Disney Branch to provide STEM Lab experiences for all of the children they serve. Our services include all materials and normally cost \$115 per class, but for this project, we are willing to partner with BGCCF for a discounted rate of \$70 per class.

We believe our partnership with BGCCF can make a tremendous impact on the community and are honored to serve by offering customized STEM Lab services so that students may meet state and Next Generation Science Standards. STREAMline Learning looks forward to a lifelong partnership with BGCCF and their mission of helping "all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens".

Best regards,

Executive Chairman

May 7, 2022

Kimberly Scriven Berry

Bureau Chief

Bureau of Family and Community Outreach

325 West Gaines Street, Suite 1444

Tallahassee, FL 32399



To Whom It May Concern:

It is my pleasure to provide this letter of support for Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at the Walt Disney branch location.

I have seen the positive impact that their programs have made on the many children they serve. I am confident in their ability to implement a quality 21st CCLC scaffolded interventions services, project-based learning program along with comprehensive academic enrichment and personal activities, while providing learning experiences for groups of children who might not otherwise have these kinds of opportunities.

It is our intent to collaborate with the Walt Disney Branch to provide three varied offerings for the BGC community: student development, staff development and parent training sessions. Each of these offerings include customized content for each audience addressing technology topics, such as careers in the field and hands-on activities for students; staff development in technology related areas and parent training sessions on technology being used by youth these days.

Our services normally cost approximately \$ 4,000 but for this project we are willing to partner with BGCCF for a discounted rate of \$ 1,200.

We are honored to serve by offering: Student Development, Teacher/Staff Development, Parent Education services. We look forward to working together with BGCCF and their mission of reaching every child in this community to make a positive difference in their lives.

Sincerely,

Dr. Holly Ludgate

Full Sail University



May 10, 2022

Tara Boddie, CEO
Central Healthcare & Consulting Agency
2038 Arden Oaks Drive
Ocoee FL 34761

To Whom It May Concern:

It is my pleasure to provide this letter of support for Boys & Girls Clubs of Central Florida's (BGCCF) application to operate a 21st Century Community Learning Center at the following Branch: **Walt Disney World Clubhouse**.

I have seen the positive impact that their programs have made on the children they serve. I am confident in their ability to implement a quality 21st CCLC tiered interventions services, project-based learning program along with comprehensive academic enrichment and personal activities, while providing learning experiences for groups of children who might not otherwise have these kinds of opportunities.

Recognizing that the goal for BGCCF is to provide an after-school program that enables all young people to reach their full potential as productive, caring, and responsible people, it is the goal of Central Healthcare and Consulting Agency (CHCA) to provide staff training to the adults who will mentor them into this goal. CHCA's staff development training will improve the quality of teaching and learning by ensuring that teachers, and support staff engage in substantial professional development to improve student achievement and to build a collaborative learning community.

Components of this training include but are not limited to the following:

- Preparation for pedagogical practices
- Meaningful instructional delivery
- Classroom management skills

- Knowledge of student developmental, relational and emotional needs
- Collaboration within the learning community
- Reflective practice and assessment of skills learned

Staff development training will address qualifications, training procedures, activities, and documentation for staff and students aligned with BGCCF policies and guidelines.


As the lead trainer and CEO, I have over 15 years of Classroom Instruction, Counseling, and Leadership Training Skills. As a former classroom teacher, counselor, and school administrator, I carry a wealth of experience for fostering a healthy and engaging environment for the developing child. My primary work now as a licensed mental health therapist and founder of the non-profit mentoring organization LEAF (Legacy Education and Arts Foundation); allows me to stay abreast of the latest trends in education and psychology for developing programs and curriculum to engage youth. My experience, along with my dynamic presentational skills have proven to be a positive impact in any group I have had the pleasure to partner with.

It is our intent to collaborate with the Disney Branch to provide Staff Development Training.

Our services normally cost approximately \$1275 per 1-hr session (staff up to 15 persons) but for this project we are willing to partner with BGCCF for a discounted rate of \$ \$300 per 1-hr session (staff up to 15 persons).

We are honored to serve by offering Staff Development services. We look forward to working together with BGCCF and their mission of reaching every child in this community to make a positive difference in their lives.

Sincerely,



Tara Boddie

Central Healthcare & Consulting Agency

POSITION DESCRIPTION

TITLE: Senior Project Director – 21st Century

PERFORMANCE

PROFILE SOURCE: N/A

DEPARTMENT: Operations

REPORTS TO: Chief Operations Officer

OTHER: Position funded by 21st Century Grant

PRIMARY FUNCTION:

The Senior Project Director for the 21st Century program is responsible for leading, implementing, and coordinating the entire 21st CCLC Program through direct services at five clubs with 21st Century grant implementation to include hiring, training, performance management of teachers, child-facing staff and counselors to execute on the 21st Century key objectives and initiatives. This is a senior level management position reporting to and accountable to the Chief Operations Officer.

KEY ROLES (Essential Job Responsibilities):

1. Manage/lead the 21st CCLC staff to ensure execution of the their 21st Century duties
2. Develop Project Based Learning (PBL) project plans
3. Direct educational services and other certified teachers
4. Provide actively participating 21st CCCLC students with proposed PBL activities and Power Hours homework assistance during 21st CCLC program hours
5. Partner with Service Director in planning parental involvement activities
6. Create and maintain safe environment for children and adults within the program space
7. Communicated with parents and school personnel regarding behavior and academic programs
8. Supervise 21st CCLC teachers at Club sites to ensure all student testing data is collected and program reports are completes to ensure grant compliance
9. Complete monthly deliverables and help programs meet objectives
10. Ensure implementation of activities that inspire participation
11. Create plans of action when solving problems for program improvement
12. Assist in program curriculum development and implementation
13. Provide professional development training and learning opportunities
14. Coordinating and tracking adherence to CLCC compliance standards
15. Create and implement systems and best practices for the program and staff for grant/paperwork management
16. Develop partnerships with community and targeting schools for the advisory board
17. Other duties as assigned

RELATIONSHIPS:

Internal: Maintains close, daily contact with 21st Century and Club staff to interpret and explain program objectives and standards, discuss issues, and provide/receive information. Maintains close contact daily with participating club members and students referred by partner schools.

External: Maintains contact with participating schools. Meets with school Principal or designee, teachers, counselors, as necessary to identify individual student's educational needs, progress and the most effective learning approach.

SKILLS/KNOWLEDGE REQUIRED:

- Valid Florida Teacher's Certificate
- Graduate Degrees - Master's or higher.
- Minimum 5 years' Experience Teaching
- Minimum 3 years' Experience in a Title I school.
- Experience in project/problem-based learning methods.
- Experience in differentiated instruction with students at different levels.
- Knowledge of educational software applications.
- Knowledge of science curriculum and the ability to create lesson plans using available resources.
- Strong communication skills, both oral and written.
- Excellent organization and data collection skills.
- Adaptability outside the classroom, teaching in varying environments.
- Ability to conduct a small group learning experience including discipline and classroom control.
- Ability to conduct a computer-assisted large group learning experience.
- Demonstrated leadership skills.
- Valid driver's license with good driving record, and consistent access to a vehicle with appropriate insurance required.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. Ability to write reports and correspondence. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is occasionally required to stand and walk. The employee may occasionally lift and/or move up to 10 pounds. The employee will occasionally need to operate a motor vehicle. Work environment: Active Club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: _____
Employee Date

Approved by: _____
Supervisor Date

Reviewed by: _____
Human Resources Professional Date

POSITION DESCRIPTION

TITLE: Service Director – Level (1)

PERFORMANCE

PROFILE SOURCE: Management Professional

DEPARTMENT: Operations

REPORTS TO: Vice President Operations or Area Director

☒ Exempt ☐ Non-Exempt

PRIMARY FUNCTION:

Directs/manages overall daily operations of the designated Clubhouse with the primary concern for programs and service delivery, supervision and training of staff, facilities management, community relations and membership administration. Level (1) branch has a budget of \$200,000 or higher, with an average daily attendance of 100 or more and is open until 9:00 PM.

KEY ROLES (Essential Job Responsibilities):

Leadership

1. Establish Unit or Branch programs, activities and services that prepare youth for success and that create a club environment that facilitates achievement of Youth Development Outcomes.
2. Ensure a healthy and safe environment, ensuring facilities, equipment and supplies are maintained.

Strategic Planning

3. Plan, develop, implement and evaluate Unit or Branch overall programs, services and activities to ensure they meet stated objectives and member needs and interests. Compile regular reports reflecting all activities, attendance and participation.

Resource Management

4. Manage Unit or Branch financial resources assisting in the development of annual budgets. Control expenditures against budget.
5. Ensure administrative and operational systems are in place to maintain the operation of the physical properties and equipment of the Club, including use of facilities by outside groups. Ensure compliance with organization policies.
6. Recruit, manage and provide career development opportunities in collaboration with Human Resources Department for branch staff and volunteers. Conduct regular staff meetings.

Partnership Development

7. Develop partnerships with parents, community leaders and organizations.

Marketing and Public Relations

8. Develop and maintain public relations to increase the visibility of programs, services and activities within the Club and the community in conjunction with Marketing/Development plan for the organization.

ADDITIONAL RESPONSIBILITIES:

1. Purchase or approve purchase of supplies and equipment.
2. Work with staff on special events to carry out programs in all departments.
3. Exercise authority in problems relating to members; utilize guidance and discipline plan.
4. Assume other duties as assigned.

RELATIONSHIPS:

Internal: Maintains close, daily contact with Club professional staff to interpret and explain organizational mission, program objectives and standards, discuss issues, and provide/receive information. Maintains contact with Branch Boards. Has regular contact with members as needed to discipline, advise, and counsel.

External: Maintains contact with external community groups, schools, members' parents and others to assist in resolving problems and to publicize Club.

SKILLS/KNOWLEDGE REQUIRED:

- Four year degree from an accredited college or university in a related field.
- A minimum of five years work experience in a Boys and Girls Club or similar organization planning and supervising activities based on the developmental needs of young people.
- Demonstrated ability in personnel supervision, facilities management, and the recruitment and retention of key personnel.
- Strong communication skills, both oral and written.
- Ability to recruit, train, supervise, and motivate staff.
- Ability to deal effectively with members including discipline problems.
- Working knowledge of budget preparation, control, and management.
- Skills in fund-raising events.
- Demonstrated ability in working with young people, parents and community leaders.
- Mandatory CPR and First Aid Certifications.
- Valid driver's license with good driving record and consistent access to a motor vehicle with appropriate insurance coverage.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. Ability to write reports and correspondence. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. Ability to visually monitor activities of club members. The employee is required to be able to

Service Director - Level (1)

perform CPR or first aid. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is frequently required to stand, walk, climb or balance, and stoop, jump, kneel, crouch or crawl. The employee is occasionally required to sit. The employee must regularly lift and or move up to 10 pounds and occasionally lift and or move up to 25 pounds. The employee is required to operate a motor vehicle. Working environment: Normal club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: _____
Employee Date

Approved by: _____
Supervisor Date

Reviewed by: _____
Human Resources Professional Date

Consult your **PROFESSIONAL DEVELOPMENT TOOL KIT** for more information on:

Performance Profiles; Recruitment & Selection; Training & Development; Performance Management; Career Development; Job Classification & Compensation; Recognition

POSITION DESCRIPTION

TITLE: 21st CCLC Site Coordinator

PERFORMANCE

PROFILE SOURCE: Management Professional

DEPARTMENT: Operations

REPORTS TO: Director of Club Operations

☐ Exempt ☒ Non-Exempt

PRIMARY FUNCTION:

Responsible for overseeing the delivery of a broad range of programs within assigned location, such as Education, Special Education, Social Recreation, Arts & Crafts and Physical Education. Plan, develop, oversee implementation and supervise programs and program staff.

KEY ROLES (Essential Job Responsibilities):

Prepare Youth for Success

1. Plan and oversee the administration of designated programs and activities that support Youth Development Outcomes:
 - Establish program objectives consistent with organizational goals and mission.
 - Oversee the provision of day-to-day program activities in accordance with established standards and goals.
 - Ensure that members are encouraged to participate in a variety of program areas/activities and receive instruction and constructive feedback to develop skills in program area(s).
 - Demonstrate leadership to assure conduct, safety and development of members.

Program Development and Implementation

2. Establish and maintain program goals and settings that insure the health and safety of members. Ensure that site staff understand and effectively communicate standards of program; that they ensure program areas are safe, well ventilated and well lit; and that club equipment is maintained in good working condition.
3. Ensure the evaluation of programs on a continual basis and ensures programs/activities respond to member needs and address their gender and cultural diversity.
4. Control program and activity expenditures within approved budget.

Supervision

5. Allocate and monitor work assigned to program volunteers and staff, providing ongoing feedback and appraisal. Identify and support training and development opportunities for assigned volunteers and staff.
6. Oversee proper record keeping and reporting including activities and events conducted, breakdowns of daily participation figures, notable achievements and any problems/issues.
7. Assists Director of Club Operations with hiring, discipline, termination and scheduling of staff.
8. Holds monthly staff meetings where information and training is disseminated to staff.
9. Ensure productive and effective performance by all program staff and volunteers by conducting daily monitoring and end of session performance evaluations.

Marketing and Public Relations

10. Increase visibility of programs via posting of daily schedule, announcements of upcoming events and the dissemination of timely information for the development of advertising and promotion through mailings, fliers and media releases.

ADDITIONAL RESPONSIBILITIES:

1. May oversee special programs and/or events (i.e. Keystone, Youth of the Year and Awards Programs), and/or participate in the implementation of other unit activities as necessary.
2. May substitute for Program Assistants when necessary.
3. May consult with parents concerning member issues.

RELATIONSHIPS:

Internal: Maintain close, daily contact with middle school staff (professional and volunteer), club members, and supervisor to receive/provide information, discuss issues, explain or interpret guidelines/instructions; instruct, and advise/counsel.

External: Maintain contact as needed with external community groups, schools, member's parents and other to assist in resolving problems.

SKILLS/KNOWLEDGE REQUIRED:

- Four year degree in related field from an accredited college or university in related field, or a minimum of five years work experience in a Boys or Girls Club or similar organization planning and supervising activities based on the developmental needs of young people.
- Strong communication skills, both verbal and written.
- Group leadership skills, including an understanding of group dynamics.
- Demonstrated organizational, staff and project management abilities.
- Valid driver license and good driving record.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. Ability to write reports and correspondence. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. Ability to visually monitor activities of club members. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is frequently required to stand, walk, climb or balance, and stoop, jump, kneel, crouch or crawl. The employee is occasionally required to sit. The employee may occasionally lift or move up to 10 pounds. The employee may be required to operate a motor vehicle. Working environment: Normal club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: _____
Employee Date

Approved by: _____
Supervisor Date

Reviewed by: _____
Human Resources Professional Date

POSITION DESCRIPTION

TITLE: Grant Accountant

PERFORMANCE

PROFILE SOURCE: Management Professional

DEPARTMENT: Finance

REPORTS TO: Chief Finance Officer



Exempt

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Non-Exempt

PRIMARY FUNCTION:

Process and record all assigned financial transactions (payables and/or receivables) in the general ledger. Compile regular reports to monitor adherence to budget targets and prepare regular financial statements for senior management and government/regulatory agencies. May prepare tax filings and assist with coordinate annual audit activities with external auditors. May be responsible for payroll processing and record keeping. Supervises Accounting Clerk.

KEY ROLES (Essential Job Responsibilities):

1. Process and record all financial transactions (payables and or receivables) in the general ledger.
2. Compiles regular financial reports (budget variance reports, general ledger updates, etc.) to support management-level decision-making regarding the Club's fiscal health.
3. Monitor day-to-day accounting processes to identify opportunities for quality improvement.
4. Ensure the maintenance of accurate and timely financial records by entering, processing and reconciling transactions in accordance with established procedures and formats.
5. Implement day-to-day accounting activities, processing all financial transactions and reports through administrative systems, consistent with Club policies and procedures.
6. May be responsible for payroll processing and maintaining records according to Federal and State guidelines.
7. May prepare tax filings and coordinate annual audit activities with external auditors.

RELATIONSHIPS:

Internal: Maintains close, daily contact with Club staff and supervisor to receive/provide information, discuss issues, explain guidelines/ instructions; instruct; and advise/counsel.

External: Maintains contact with vendors, consultants, and service providers to maintain effective accounting operations, manage costs, share information and resolve problems.

January 2001

Accountant

SKILLS/KNOWLEDGE REQUIRED:

- Bachelor's degree in related field from an accredited college or university. May substitute degree with five years equivalent experience.
- Three to five years of general accounting experience, using computerized accounting systems preferably in a non-profit organization.
- Strong analytical skills, with attention to detail
- Strong customer relations skills

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as financial reports, safety rules, operating instructions, and policy manuals. Ability to write reports and correspondence. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to apply advanced mathematical concepts and formulas. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is occasionally required to stand and walk. The employee may occasionally lift and/or move up to 10 pounds. Work environment: Normal office environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: _____
Employee Date

Approved by: _____
Supervisor Date

Reviewed by: _____
Human Resource Professional Date

POSITION DESCRIPTION

Reports to: Service Director

TITLE: 21st Century Lead Teacher

PERFORMANCE PROFILE SOURCE: Management Professional

DEPARTMENT: Operations

PRIMARY FUNCTION:

The Lead Teacher for the 21st Century program will be responsible for developing lesson specifics based on curriculum outlined in grant and for ensuring compliance with assigned curriculum. The Teachers will work with children in small group instruction or using an educational software program in the computer lab.

The Lead Teacher is responsible for reporting daily data collection as outlined in the grant and directed by the Project Director. The Lead Teacher will meet regularly with parents, guidance counselors and academic personnel to assess progress in academic subject areas. The Lead Teacher will meet regularly with all teachers at Club to go over curriculum, lesson plans, data collection and student progress review, etc.

Must be available to work 10-15 hours per week, between the hours of 3:30PM- 7:30PM (Monday through Friday)

KEY ROLES (Essential Job Responsibilities):

1. Oversees administration of computerized reading and math assessments to assigned students at specified intervals throughout tutoring program. May also develop and/or administer curriculum directly to students.
2. Make teacher/student assignments including their own.
3. Provide daily tutoring and skill building to assigned students.
4. Review progress of students participating in the program as measured by computerized reading and math assessments or other grant-required standardized measures of academic performance.
5. Following assigned curriculum programs, design lesson plans for teaching/mentoring students referred by partner schools in order to improve academic performance.
6. Maintain a data collection system to record number and length of mentoring sessions and academic progress for each student.
7. Report to the Project Director the following:
 - a. At program start, verify identification of participating students and mentors.
 - b. At program start, supervise administration of and administer reading, math and science assessments to all assigned students.
 - c. End of each tutoring period, as designated by Project Director, review progress in reading and math, as measured by computer assessment tool and attendance in program. Also review progress in science as measured by teacher assessments and pre/post tests.
 - d. End of tutoring program, obtain complete performance data for entire tutoring period.
8. Attend regular meetings with Director and other teachers to discuss curriculum and student progress.
9. Meet and coordinate with appropriate school personnel participant's educational needs, progress and appropriate learning approach.
10. Provide professional development for teachers assigned to the 21st Century program.
11. Coordinate interface between Teachers, Program Assistants, Project Director and Club staff regarding program space needs and communication regarding program needs.

RELATIONSHIPS:

Internal: Maintains close, daily contact with 21st Century and Club staff to interpret and explain program objectives and standards, discuss issues, and provide/receive information. Maintains close contact daily with participating club

POSITION DESCRIPTION

members and students referred by partner schools.

External: Maintains contact with participating schools. Meets with school Principal or designee, teachers, counselors, as necessary to identify individual student's educational needs, progress and the most effective learning approach.

SKILLS/KNOWLEDGE REQUIRED:

- ♣ Four year degree with a valid Florida Teacher's Certificate.
- ♣ 3 Years Experience Teaching
- ♣ 1 year Experience in a Title I school.
- ♣ Experience in project/problem based learning methods.
- ♣ Experience in differentiated instruction with students at different levels.
- ♣ Knowledge of educational software applications, such as "Let's Go Learn'Unique Reader/ Unique Math".
- ♣ Knowledge of science curriculum and the ability to create lesson plans using available resources.
- ♣ Strong communication skills, both oral and written.
- ♣ Excellent organization and data collection skills.
- ♣ Adaptability outside the classroom, teaching in varying environments.
- ♣ Ability to conduct a small group learning experience including discipline and classroom control.
- ♣ Ability to conduct a computer-assisted large group learning experience.
- ♣ Demonstrated leadership skills.
- ♣ Valid driver's license with good driving record, and consistent access to a vehicle with appropriate insurance required.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. Ability to write reports and correspondence. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is occasionally required to stand and walk. The employee may occasionally lift and/or move up to 10 pounds. The employee will occasionally need to operate a motor vehicle. Work environment: Active Club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

POSITION DESCRIPTION

TITLE: Lead Program Counselor – 21st Century

PERFORMANCE

PROFILE SOURCE: Youth Development Professional

DEPARTMENT: Operations

REPORTS TO: Senior Project Director or Service Director

☐ Exempt ☒ Non-Exempt

PRIMARY FUNCTION:

Take a lead role in engaging and inspiring young people aged 6-18 to learn and grow to be responsible adults. Provide program services to actively participating 21st CCLC students, leading 21st CCLC teachers in providing educational service programs. Assist Service Director and Program Director with delivery of 21st CCLC Personal Enrichment activities to actively participating 21st CCLC students. Provide leadership and guidance with parent and family education events and educational field trips specifically for 21st CCLC students and their families (includes evenings and weekends). Create and implement fun and exciting activities planned to include both genders and all age groups. Must monitor and evaluate situations quickly using good judgment to assess situations and make decisions. Create and maintain a safe environment for children and adults within the program space.

Lead Program Counselors are required to complete scheduled Mental Health and other professional development sessions. Lead Program Counselors are to implement and executive techniques and skills acquired in the professional development session to provide customized, one-on-one counseling services to youth requiring more attention.

KEY ROLES (Essential Job Responsibilities):

1. Create and implement fun and exciting activities that inspire participation.
 - include both genders and all age groups
 - creation of daily program and lesson plans for CCLC activities, preparation of necessary materials
 - communicate positively and create relationships with members and parents
 - provide positive guidance and role modeling to members
 - creative and flexible adaptation of programs and activities as necessary
2. Monitor and evaluate programs, services and activities to ensure safety of members, quality in programs and appearance of the branch at all times.
 - maintain safety by ensuring equipment and environment are appropriately maintained
 - supervise activity areas to limit injuries

Program Counselor

- apply appropriate guidance and discipline techniques
- 3. Ensure a productive work environment by working within team environment.
 - participate in 21st CCLC staff and/or teacher meetings as required
 - participate in Club staff meetings
 - attend training and staff development sessions
- 4. Complete appropriate reporting according to organization and grant requirements

ADDITIONAL RESPONSIBILITIES:

1. May participate in special programs and/or events.
2. May be required to drive Club bus. CDL license required.

RELATIONSHIPS:

Internal: Maintains close, daily contact with Club staff (professional and volunteer), Club members, and supervisor to receive/provide information, discuss issues, explain guidelines/instructions; instruct; and advise/counsel.

External: Maintains contact with external community groups, schools, members' parents and others to assist in resolving problems.

SKILLS/KNOWLEDGE REQUIRED:

- Minimum Bachelors, degree required. Associates' degree may be considered with appropriate, relevant work experience.
- 2-3 year minimum experience volunteering or working with children in a counseling role or teaching level role.
- Staff supervisory experience a plus in an educational environment
- Excellent communication skills and ability to communicate with staff, parents, volunteers and children.
- Good general computer skills including, Word, Excel, PowerPoint and Outlook.
- Ability to plan and implement fun and exciting quality programs for youth.
- Ability to organize and supervise members in a safe environment.
- Recommended CPR and First Aid Certifications.
- Valid driver license and good driving record. CDL license may be required to operate Club bus.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. Ability to visually monitor activities of club

August 2011

Program Counselor

members. The employee is required to be able to perform CPR or first aid. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is frequently required to stand, walk, climb or balance, and stoop, jump, kneel, crouch or crawl. The employee is required to operate a motor vehicle. The employee is occasionally required to sit. The employee may occasionally lift or move up to 20 pounds. Working environment: Normal club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: _____
Employee Date

Approved by: _____
Supervisor Date

Reviewed by: _____
Human Resources Professional Date

POSITION DESCRIPTION

TITLE: 21st Century Program Assistant & Program Assistant Tutors

POSITION TYPE: Part- Time, Non-Exempt Program Staff

DEPARTMENT: Operations

Reports to: Service Director

PRIMARY FUNCTION:

Engage and inspire young people aged 6-18 to learn and grow to be responsible adults.

Provide program services to actively participating 21st CCLC students, assisting 21st CCLC teachers in providing educational service programs. Assist Service Director and Program Director with delivery of 21st CCLC Personal Enrichment activities to actively participating 21st CCLC students. Assist with parent and family education events and educational field trips specifically for 21st CCLC students and their families (includes evenings and weekends).

Create and implement fun and exciting activities planned to include both genders and all age groups. Must monitor and evaluate situations quickly using good judgment to assess situations and make decisions. Create and maintain a safe environment for children and adults within the program space.

Hours - School Year - up to 20 hours/week during the school year between 3:00pm and 6:30 pm

KEY ROLES (Essential Job Responsibilities):

1. Create and implement fun and exciting activities that inspire participation.
 - include both genders and all age groups
 - creation of daily program and lesson plans for CCLC activities, preparation of necessary materials
 - communicate positively and create relationships with members and parents
 - provide positive guidance and role modeling to members
 - creative and flexible adaptation of programs and activities as necessary
2. Monitor and evaluate programs, services and activities to ensure safety of members, quality in programs and appearance of the branch at all times.
 - maintain safety by ensuring equipment and environment are appropriately maintained
 - supervise activity areas to limit injuries
 - apply appropriate guidance and discipline techniques
3. Ensure a productive work environment by working within team environment.
 - participate in 21st CCLC staff and/or teacher meetings as required
 - participate in Club staff meetings
 - attend training and staff development sessions
4. Complete appropriate reporting according to organization and grant requirements

POSITION DESCRIPTION

ADDITIONAL RESPONSIBILITIES:

1. May participate in special programs and/or events.
2. May be required to drive Club bus. CDL license required.

RELATIONSHIPS:

Internal: Maintains close, daily contact with Club staff (professional and volunteer), Club members, and supervisor to receive/provide information, discuss issues, explain guidelines/instructions; instruct; and advise/counsel.

External: Maintains contact with external community groups, schools, members' parents and others to assist in resolving problems.

SKILLS/KNOWLEDGE REQUIRED:

- High School Diploma or equivalent required
- A.A. degree Preferred; background in specified subject (i.e., education, math, reading, or science)
- At least one-year minimum experience volunteering or working with children.
- Excellent communication skills and ability to communicate with staff, parents, volunteers and children.
- Good general computer skills including, Word, Excel, Powerpoint and Outlook.
- Ability to plan and implement fun and exciting quality programs for youth.
- Ability to organize and supervise members in a safe environment.
- Recommended CPR and First Aid Certifications.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. Ability to visually monitor activities of club members. The employee is required to be able to perform CPR or first aid. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is frequently required to stand, walk, climb or balance, and stoop, jump, kneel, crouch or crawl. The employee is required to operate a motor vehicle. The employee is occasionally required to sit. The employee may occasionally lift or move up to 20 pounds. Working environment: Normal club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

POSITION DESCRIPTION

TITLE: Certified Teacher – 21st Century Program

POSITION TYPE: Part- Time, Non-Exempt

SALARY: \$27.00 per hour, 3 hours/day (non-school days will be 7 hours/day)

PRIMARY FUNCTION:

The Teacher for the 21st Century Program will be responsible for applying a reading, math and science curriculum with children referred to the program at Boys & Girls Clubs of Central Florida. The Teacher is responsible for reporting daily data collection as outlined in the grant and directed by the Project Director or Lead Teacher. The Teacher may work with children in small group instruction or using an educational software program in the computer lab.

KEY ROLES (Essential Job Responsibilities):

1. Administer and/or develop computerized reading, math and science assessments to assigned students at specified intervals throughout tutoring program.
2. Create and maintain lesson plans for activities, both classroom and enrichment.
3. Provide daily tutoring and skill building to assigned students.
4. Review progress of students participating in the program as measured by computerized reading and math assessments or other grant-required standardized measures of academic performance.
5. Follow assigned curriculum programs for teaching/mentoring students referred by partner schools in order to improve academic performance.
6. Maintain a data collection system to record number and length of mentoring sessions and academic progress for each student.
7. Lead Boys & Girls Clubs enrichment activities. Curriculum program will be provided.
8. Report to the Lead Teacher/Project Director the following:
 - a. At program start, verify identification of participating students and mentors.
 - b. At program start, administer reading, math and science assessments to all assigned students.
 - c. End of each -grading period, as designated by Lead Teacher/Project Director, review progress in reading and math, as measured by computer assessment tool and attendance in program. Also review progress in science as measured by teacher assessments and pre/post tests.
 - d. End of tutoring program, obtain complete performance data for entire tutoring period.
9. Attend monthly meetings with Lead Teacher/Project Director to discuss curriculum and student progress.
10. Meet and coordinate with appropriate school personnel participant's educational needs, progress and appropriate learning approach.

RELATIONSHIPS:

Internal: Maintains close, daily contact with 21st Century and Club staff to interpret and explain program objectives and standards, discuss issues, and provide/receive information. Maintains close contact daily with participating club members and students referred by partner schools.

External: Maintains contact with participating schools. Meets with school Principal or designee, teachers, counselors, as necessary to identify individual student's educational needs, progress and the most effective learning approach.

SKILLS/KNOWLEDGE REQUIRED:

- Four year degree required with a valid Florida Teachers Certificate.
- 3 Years experience teaching.
- 1 year Experience in a Title I school.
- Experience in project/problem based learning methods.
- Experience in differentiated instruction with students at different levels.
- Knowledge of educational software applications, such as "Let's Go Learn—Unique Reader/Unique Math".
- Strong communication skills, both oral and written.
- Ability to conduct a small group learning experience including discipline and classroom control.
- Ability to conduct a computer-assisted large group learning experience.
- Adaptability outside the classroom, teaching in varying environments.
- Demonstrated leadership skills.
- Valid driver's license with good driving record, and consistent access to a vehicle with appropriate insurance required.

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Physical requirements: Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals. Ability to write reports and correspondence. The ability to clearly and concisely exchange/receive ideas, facts and or technical information with others. The employee is required to use hands to handle or feel and reach with hands and arms. The employee is occasionally required to stand and walk. The employee may occasionally lift and/or move up to 10 pounds. The employee will occasionally need to operate a motor vehicle. Work environment: Active Club environment.

DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, or to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.



PROFESSIONAL DEVELOPMENT CALENDAR BGCCF 21ST CCLC PROGRAMMING 2022-23



All 21st CCLC staff will participate in the following professional trainings over the course of the 2022-23 school year. Combined, these professional development trainings will strengthen all direct services' staff knowledge about the educational tools and techniques available to them to provide their 21st CCLC students with a more targeted and successful course of instruction. By helping participating students close their learning gaps and achieve academic success.

1) Math Curriculum Professional Development Calendar

21st CCLC teachers and staff who already work with Everyday Math Tier 1 and 2 Curricula will train this Club's 21st CCLC Program Tutor Assistants through the online modules of this curriculum's Classroom Resource Package (CRP). 21st CCLC Teachers will be able to access and review all modules while also monitoring each Tutor's progress. Teachers and Tutors will have access to these modules, with certificates of completion as appropriate, for one year.

AUGUST 2022						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
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29	30	31				

OCTOBER 2022						
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In addition, Erica Williams, Curriculum Specialist from Orange County Public Schools, will lead a training for all of our staff on strategies from Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (Tier 1 Intervention) educator's guide. Williams holds her Master's in Special Education, with specialist degree in Curriculum & Instruction Management.

Dream Box Math Student Software Registration & Professional Development Calendar

AUGUST 2022						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
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Because DreamBox Math will be used as the Tier 3 computer-based intervention for all 21st CCLC students, 21st CCLC Teachers and Program Tutor Assistants will need to deepen their understanding of how best to use DreamBox Math in a classroom setting. Combined with Full Sail's instruction on the DreamBox Math curriculum (see #3 above), DreamBox offers MyFlexPD, a self-paced professional development tool that uses real-time student data to provide educators with Professional Development (PD) content that is immediately relevant to what students are learning in the classroom. MyFlexPD provides a PD curriculum that will allow both 21st CCLC Teachers and Tutors to deepen their understanding of mathematical concepts as well as DreamBox learning techniques for the classroom.

Leveled Literacy Intervention Professional Development Calendar

AUGUST 2022						
M	T	W	T	F	S	S
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29	30	31				

SEPTEMBER 2022						
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This training explores what LLI is, what's included in the LLI systems, how LLI is implemented, and explores what responsive teaching looks like within the LLI lesson framework and how that type of teaching powers readers forward. 21st CCLC staff will learn how to plan for effective implementation of the LLI System while also learning how to monitor student progress through coding, scoring and analyzing records including comprehension conversations and record keeping.

Session 1: Course Overview and Introduction- August 16th

Session 2: Primary Grades / Responsive Teaching / Engaging Lessons- August 23rd

Session 3: Intermediate Grades / Responsive Teaching / Engaging Lessons – September 6th

Session 4: Wrap-up of Key Concepts & Conclusion- September 13th

Corrective Reading Professional Development

OCTOBER 2022						
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Corrective Reading is a powerful Direct Instruction remedial reading series that solves a wide range of problems for struggling older readers, even if they have failed with other approaches. Explicit, step-by-step lessons are

organized around two major strands, *Decoding* and *Comprehension*, which may be used separately or together to customize instruction for particular student needs. Each strand of *Corrective Reading* has four levels that teach foundation skills for non-readers to seventh-grade-level material- Staff Development will be geared to providing support for teachers to implement their approach for Tier 3 for Literacy.

Fostering Positive and Meaningful Relationships with Your Afterschool Students

Tara Boddie, trained family counselor and educator, will lead quarterly professional development trainings for 21st CCLC staff, teaching them concrete ways of reaching and engaging students by creating a strong educator-student rapport to build a collaborative learning community. Training topics to include: a) preparation for pedagogical practices; b) meaningful instructional delivery; c) classroom management; d) knowledge of student developmental, relational and emotional needs; e) collaboration within the learning community; and f) reflective practice and assessment of skills learned. She will deliver four professional development sessions across the year.

SEPTEMBER 2022						
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NOVEMBER 2022						
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28	29	30				
JANUARY 2023						
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MARCH 2023						
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Mental Health Challenges: Supports and Services

TAMMY SPEED-HEFNER, Mental Health Counselor & Certified Trainer, Counselor Tammy Speed Hefner will provide professional development on mental health and social/emotional development topics and techniques for staff and parents. Tammy Speed-Heffner is Orange Co. Public Schools' lead mental health professional. She has 25+ years of working with families and students who attend Title I schools. She will integrate trauma-informed care and effective learning strategies aimed at mitigating the impact of Adverse Childhood Experiences or ACEs or trauma while promoting resilience and well-being. Through training workshops, coaching, and mental health support services, Tammy and her team will model appropriate techniques, technical assistance materials, collaboration with local school officials, and Referral Network bridging with Orange County stakeholder partnerships.

DECEMBER 2022						
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APRIL 2023						
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24	25	26			29	30

Using Advanced Technology to Improve ELA and Math Instruction – Full Sail

Dr. Holly Ludgate, Director of Learning, Emerging Technologies at Full Sail University, will provide 21st CCLC staff with instruction in new apps, software and other technological experiences that will better engage students in ELA and Math learning. These programs will include, but are not limited to, Goggle Classroom, White Board, Prodigy, Dream Box, Interactive Flat Panel Games, Classroom Robots and 3D Printers.

OCTOBER 2022						
M	T	W	T	F	S	S
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17	18	19	20	21	15	16
24	25	26	27	28	22	23
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DECEMBER 2022						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Example of the Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform.
- **Tasks-** The specific activities performed to complete the Scope of Work.
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence-** The tangible proof.
- **Due Date-** Date for completion of tasks.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>August 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	September 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>September 1-30, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	October 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>October 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	November 5, 2022
Provide academic enrichment, a broad array of additional services and family literacy and related educational	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated	<u>November 1-30, 2022</u> All subrecipients must submit via the department's online system, a monthly	December 5, 2022

development as indicated in the narrative scope of work.	on the site profile worksheet.	<ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>December 1-31, 2022</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	January 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>January 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	February 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>February 1-28, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	March 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>March 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family • participant data update. 	April 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>April 1-30, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, 	May 5, 2023

scope of work.		<ul style="list-style-type: none"> • number of hours of programming per student and/or family, • participant data update. 	
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>May 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	June 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>June 1-30, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	July 5, 2023
Provide academic enrichment, a broad array of additional services and family literacy and related educational development as indicated in the narrative scope of work.	Implement the 21 st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated on the site profile worksheet.	<u>July 1-31, 2023</u> All subrecipients must submit via the department's online system, a monthly <ul style="list-style-type: none"> • student attendance count, • number of hours of programming per student and/or family, • participant data update. 	August 5, 2023

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:
B) DOE Assigned Project Number:
C) TAPS Number:

Boys & Girls Clubs of Central Florida, Inc. - Walt Disney World Branch
48E-2443B-3P003
23B030

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	60010	FT Salaries: 21st CCLC Senior Project Director The Project Director is responsible for leading, implementing, and coordinating entire 21st CCLC Program at 5 Club sites over 5 grants through direct services. These responsibilities will include: <ul style="list-style-type: none"> • Managing/leading 21st CCLC staff to ensure carrying out their 21st Century duties. • Creating & maintaining safe environment for children and adults within the program space. • Communicating with parents & school personnel regarding student behavior. • Supervising Site Coordinator & teachers across 5 Club sites to ensure all student testing data is collected and program reports are completed, while also meeting grant requirements. • Completing monthly deliverables and helping programs meet grant objectives. • Ensuring implementation of activities that inspire participation. • Creating plans of action when solving problems and for program improvement. • Assisting in program curriculum development and implementation. • Providing professional development to staff so grant goals and objectives can be met. • Creating systems & best practices for program & staff for grant/paperwork management. • Developing partnerships with community and targeting schools for the advisory board. Annual salary: \$72,678 Salary is shared by five (5) grant sites. Percentage total of 100% of the salary will be charged across the five grants. Salary will be split 20% for Joe R. Lee Club, 20% for Universal Orlando Club, 20% for Walt Disney World Club, 10% for Spring Creek Club (all Cohort 20), and 30% for Levy-Hughes Club (Cohort 18). $\$2,795.31/\text{pay period} \times 26 \text{ periods} \times 20\% = \$14,536$ 2% Administration = \$291	0.20	\$ 14,536	100%			
	61010	Fringe Benefits: Senior Project Director - Insurance BGCCF pays 90% of employee's healthcare premium, 100% of long-term disability premium and life insurance up to 2 times employee's salary. Each calculation is different because disability insurance premium is based on employee's age and life insurance premium is based on employee's salary. $\$590/\text{month} \times 12 \text{ months} \times 20\% = \$1,416$ 2% Administration = \$28		\$ 1,416	100%			
	61020	Fringe Benefits: Senior Project Director - Retirement BGCCF offers 7% of salary base contribution to all employees after one year of employment. $\$14,536 \times 7\% = \$1,018$ 2% Administration = \$20		\$ 1,018	100%			

	61090	Fringe Benefits: Senior Project Director - Worker's Compensation Calculated at .87% of salaries. $\$14,536 \times .87\% = \126 2% Administration = \$3		\$	126	100%			
	61200	Fringe Benefits: Senior Project Director - FICA Calculated at 7.65% of salaries $\$14,536 \times 7.65\% = \$1,112$ 2% Administration = \$22		\$	1,112	100%			
	60010	FT Salaries: WDW Club Service Director Responsible for developing the personal enrichment curriculum for use at the 21st CCLC site & overseeing 21st CCLC operations within framework of Club operations, including student check-in, class transitions/dismissal. The SD will ensure the entry and accuracy of student records, including attendance and demographics (SOLE Responsibility). The SD will recruit and register students to attend 21st CCLC program and will recruit volunteers to assist with 21st CCLC program implementation where applicable (SOLE Responsibility). The SD will also assist with development of 21st CCLC schedule of activities and then help secure space for these activities (SHARED Responsibility with Project Director). The SD will define the program staff training needs (SHARED Responsibility with Project Director). The SD will communicate directly with 21st CCLC students and parents, providing support and encouragement in the program (SHARED Responsibility with Sr. Project Director). The SD will also disseminate program information to the community, assist in the development of family/community partnerships, and organize all 21st CCLC parent/family events (SHARED Responsibility with Sr. Project Director). <u>Annual salary: \$55,000 (12 month position).</u> $\$2,115.38/\text{bi-weekly} \times 26 \text{ pay periods} \times 35\% = \$19,250$	0.35	\$	19,250	100%			
	61010	Fringe Benefits: WDW Club Service Director - Insurance BGCCF pays 90% of employee's healthcare premium, 100% of long-term disability premium and life insurance up to 2 times employee's salary. Each calculation is different because disability insurance premium is based on employee's age and life insurance premium is based on employee's salary. $\$590/\text{mo.} \times 12 \text{ months} \times 35\% = \$2,478$		\$	2,478	100%			
	61020	Fringe Benefits: WDW Club Service Director - Retirement BGCCF offers 7% of salary base contribution to all employees after one year of employment. $\$19,250 \times 7\% = \$1,348$		\$	1,348	100%			
	61090	Fringe Benefits: WDW Club Service Director - Worker's/Unemployment Compensation Calculated at .87% of salaries. $\$19,250 \times 0.87\% = \167		\$	167	100%			
	61200	Fringe Benefits: WDW Club Service Director - FICA Calculated at 7.65% of salaries. $\$19,250 \times 7.65\% = \$1,473$		\$	1,473	100%			

	60010	FT Salaries: Site Coordinator 21st CCLC Site Coordinator provides direct services to actively participating 21st CCLC afterschool students in all 21st CCLC Academic & Personal Enrichment activities as written in 21st CCLC plans, including collaborating with target schools (Pine Hills, Mollie Ray, Ridgewood Park), liaising with Program Team and maintaining ongoing changes in EZ Reports, data collection and reporting. Site Coordinator will lead staff and deliver student instruction/activities and serve as substitute as needed. (SOLE Responsibility). Site Coordinator supports the implementation of planning Monday - Friday to include enrichment activity planning and secures space for activities. (SHARED Responsibility with Club Service Director). Coordinator also determines what type of cultural enrichment activities will be offered on Fridays (SOLE Responsibility). Remaining 25% of salary will be covered by BGCCF. Hourly rate = \$21.50/hour x 30 hours/week = \$645/week \$1,290/bi-weekly x 26 pay periods = \$33,540	0.75	\$ 33,540	100%			
	61010	Fringe Benefits: Site Coordinator - Insurance BGCCF pays 90% of employee's healthcare premium, 100% of long-term disability premium and life insurance up to 2 times employee's salary. Each calculation is different because disability insurance premium is based on employee's age and life insurance premium is based on employee's salary. \$590 x 12 months x 75% = \$5,310		\$ 5,310	100%			
	61020	Fringe Benefits: Site Coordinator - Retirement BGCCF offers 7% of salary base contribution to all employees after one year of employment. \$33,540 x 7% = \$2,348		\$ 2,348	100%			
	61090	Fringe Benefits: Site Coordinator - Worker's/Unemployment Compensation Calculated at .87% of salaries. \$33,540 x .87% = \$292		\$ 292	100%			
	61200	Fringe Benefits: Site Coordinator - FICA Calculated at 7.65% of salaries. \$33,540 x 7.65% = \$2,566		\$ 2,566	100%			
	60010	FT Salaries: 21st CCLC Grant Accountant Grant Accountant develops and maintains systems that support the financial reporting requirements of the 21st CCLC grants; coordinates and compiles financial information to prepare internal reports, financial compliance reports, and grants billing. 85% of total salary cost to be shared between five (5) BGCCF 21st CCLC Grant sites at the following rates: 15.75% each for Joe R. Lee, Spring Creek, Universal Orlando, Walt Disney World, and 22% for Levy-Hughes Clubhouse. The remaining 15% of the salary will be covered by BGCCF. <u>Annual salary: \$61,200</u> \$2,353.85/bi-weekly x 26 pay periods x 15.75% = \$9,639 100% Administration = \$9,639	0.1575	\$ 9,639	100%			

	61020	Fringe Benefits: Grant Accountant - Insurance BGCCF pays 90% of employee's healthcare premium, 100% of long-term disability premium and life insurance up to 2 times employee's salary. Each calculation is different because disability insurance premium is based on employee's age and life insurance premium is based on employee's salary. $\$590/\text{month} \times 12 \text{ months} \times 15.75\% = \$1,115$ 100% Administration = \$1,115		\$ 1,115	100%			
	61010	Fringe Benefits: Grant Accountant - Retirement BGCCF offers 7% of salary base contribution to all employees after one year of employment. 21st CCLC budget calculations are based on average 1% employee contribution for total 8% employer contribution. $\$9,639 \times 7\% = \675 100% Administration = \$675		\$ 675	100%			
	61090	Fringe Benefits: Grant Accountant - Worker's Compensation Calculated at .87% of salaries. $\$9,639 \times .87\% = \84 100% Administration = \$84		\$ 84	100%			
	61200	Fringe Benefits: Grant Accountant - FICA Calculated at 7.65% of salaries. $\$9,639 \times 7.65\% = \737 100% Administration = \$737		\$ 737	100%			

60040	PT Wages: WDW Support Staff Lead Program Counselor (Lead PC) will be responsible for implementation and day-to-day management of social emotional learning needs of the 21st CCLC students. Lead PC will provide direct services to actively participating students, assisting teachers in providing educational services and activities; assist Site Coordinator with delivery of 21st CCLC Personal Enrichment activities to actively participating students; will provide direct communication with students parents and school based teachers based on collaboration data in regards to academic and behavioral progress and assignments, help students thrive in a safe environment, promote developmental interpersonal skills to build positive relationships with peers, adults and community. Lead PC will also be responsible for implementation and day-to-day management of social emotional learning needs of the 21st CCLC students. / Lead Program Tutor Assistant (Lead PTA) responsible for implementation and daily facilitation of DreamBox Software instruction using web-based core curriculum learning software and share the same responsibilities as the PTA. / Program Tutor Assistants (PTAs) will provide direct services to actively participating 21st CCLC students, assisting teachers in providing educational services programs; will assist 21st CCLC Contractors with delivery of Personal Enrichment activities to actively participating students. <u>WDW Lead Program Counselor (Lead PC) = \$15,057</u> Afterschool: 1 x 2.9 hr x 175 days x \$18/hr = \$9,135 Weekend/Holiday: 1 x 8 hrs x 7 days x \$18/hr = \$1,008 Summer: 1 x 8 hr x 33 days x \$18/hr = \$4,752 Planning/Professional Development: 1 x 1 hr x 9 days x \$18/hr = \$162 <u>WDW Lead Program Tutor Assistant (Lead PTA) = \$15,057</u> Afterschool: 1 x 2.9 hr x 175 days x \$18/hr = \$9,135 Weekend/Holiday: 1 x 8 hrs x 7 days x \$18/hr = \$1,008 Summer: 1 x 8 hr x 33 days x \$18/hr = \$4,752 Planning/Professional Development: 1 x 1 hr x 9 days x \$18/hr = \$162 <u>Program Tutor Assistants (PTAs) = \$53,536</u> Afterschool: 4 x 2.9 hrs x 175 days x \$16/hr = \$32,480 Weekend/Holiday: 4 x 8 hrs x 7 days x \$16/hr = \$3,584 Summer: 4 x 8 hrs x 33 days x \$16/hr = \$16,896 Professional Development: 4 x 1 hr x 9 days x \$16/hr = \$576	1.61	\$ 83,650	100%			
61090	Fringe Benefits: Support Staff - Worker's/Unemployment Compensation Calculated at .87% of salaries. \$83,650 x .87% = \$728		\$ 728	100%			
61200	Fringe Benefits: Support Staff - FICA Calculated at 7.65% of salaries. \$83,650 x 7.65% = \$6,399		\$ 6,399	100%			

60040	PT Wages: WDW Certified Teachers Hourly certified teachers for afterschool and holidays will direct educational services and provide actively participating 21st CCLC students with proposed PBL activities and homework assistance as well as work with parents as needed. Will attend and participate in professional development opportunities. Certified teachers work Monday through Thursday. Number of days should be increased to provide services Monday through Thursday (approximately 138 days). <u>WDW Lead Teacher = \$17,307</u> Afterschool: 1 x 3 hrs x 141 days x \$27/hr = \$11,421 Weekend/Holiday: 1 x 6 hrs x 7 days x \$27/hr = \$1,134 Summer: 1 x 6 hrs x 26 days x \$27/hr = \$ 4,212 Staff Development: 1 x 1 hr x 9 days x \$27/hr = \$243 Adult Family Member Events: 1 x 1 hr x 11 events x \$27/hr = \$297 <u>21st CCLC Certified Teachers = \$41,204</u> Afterschool: 3 x 2.25 hrs x 141 days x \$26/hr = \$24,746 Weekend/Holiday: 3 x 5 hrs x 7 days x \$26/hr = \$2,730 Summer: 3 x 6 hrs x 26 days x \$26/hr = \$12,168 Staff Development: 3 x 1 hr x 9 days x \$26/hr = \$702 Adult Family Member Events: 3 x 1 hr x 11 events x \$26/hr = \$858	1.07	\$ 58,511	100%			
61090	Fringe Benefits: Certified Teachers - Worker's Unemployment Compensation Calculated at .87% of salaries. \$58,511 x .87% = \$509		\$ 509	100%			
61200	Fringe Benefits: Certified Teachers - FICA Calculated at 7.65% of salaries. \$58,511 x 7.65% = \$4,476		\$ 4,476	100%			
64020	UO Pre-Employment Expenses: Employee Background Screening To pay for Level II background checks and DCF-mandated drug tests for 7 21st CCLC budgeted staff & Contractors during the grant year. 7 program staff Level II background checks x \$54.25/person = \$380 7 program staff DCF-mandated drug tests x \$40/person = \$280		\$ 660	100%			
67510	Office Supplies To purchase consumable office supplies needed for the 21st CCLC Project Director, Club Program Director, and Teachers to operate the 21st CCLC program. \$100/month x 12 months = \$1,200 100% Administration = \$1,200		\$ 1,200	100%			

67830	<p>WDW Other Expenses: Utilities</p> <p>WDW annual utility cost = \$54,996. 21stCCLC programming takes place on the youth (K-5) side of the building, which is 50% of the overall square footage of the facility. The Club operates for 5 hours per day during the school year and 9 hours per day during Summer and Weekend/Holiday programming. The days of operation are the same for the Club and the 21st CCLC Program, with an additional 9 Prep days throughout the programming year when we meet with staff and lead teachers for planning, review and program scheduling. BGC of Central Florida will also cover a portion of the remaining cost.</p> <p>School Year: 5 hrs/day x 175 days = 875 Weekend/Holiday: 9 hrs/day x 7 days = 63 Summer: 9 hrs/day x 33 days = 297 Prep: 4 hrs/day x 9 days = 36 Club operating hours = 1,271 hrs</p> <p>School Year: 3 hrs/day (Afterschool) x 138 days = 414 School Year: 4 hrs/day (Early Release) x 37 days = 148 Weekend/Holiday: 9 hrs/day x 7 days = 63 Summer: 9 hrs/day x 33 days = 297 Prep: 4 hrs/day x 9 days = 36 21st CCLC operating hours = 1,271 x .7537 = 958 hrs</p> <p>\$54,996 x 75% (hourly usage) x 50% (facility space) = \$20,624 - \$8,250 (In-kind by BGCCF) = \$12,374 (21st CCLC)</p> <p>100% Administration = \$12,374</p>		\$	12,374	100%			
64030	<p>WDW Contract Service: Professional Development for 21st CCLC Staff</p> <p>All 21st CCLC staff will participate in the following professional trainings over the course of the 2022-23 school year. Combined, these professional development trainings will strengthen all direct services staff knowledge about the educational tools and techniques available to them to provide their 21st CCLC students with a more targeted and successful course of instruction, thereby helping participating students close their learning gaps and achieve academic success.</p> <p>--Everyday Math and Assisting Students Struggling with Mathematics: Intervention in the Elementary, Erica Williams: 4 sessions x \$300 = \$1,200 --Tier 3 Computer Based Dream Box Training and Support: 4 sessions x \$300 = \$1,200/4 grants = \$300/grant --Leveled Literacy Intervention, LLI, Tier 1-3: 5 x \$125 = \$625 --Corrective Reading Training: 2 sessions (90 minutes each) x \$300 = \$600 --Fostering Positive and Meaningful Relationships with our afterschool students, Tara Boddie: 4 sessions x \$300 = \$1,200 --Mental Health Challenges: Supports and Services, OCPs's Tammy Speed-Hefner: 2 sessions (bi-annual) x \$300 = \$600 --Advance Technology for Literacy and Math Instruction Implementation and Enrichment Outcomes, Full Sail University's Dr. Holly Ludgate: 4 Sessions x \$300 = \$1,200/4 grants = \$300/grant</p>		\$	4,825	100%			

	64030	<p>WDW Contract Service: Parental Activities - Family Enrichment</p> <p>21st CCLC program plans to offer the following Adult Family Member activities to all 21stCCLC parents and family members. The following activities will be provided by our 21st CCLC Senior Project Director, Site Coordinator and or Lead Teacher at our JRL Site. (1) Program Orientation and Information Session -August. (2) Open House -September. (3) How to support Academic & Behaviors Progress in students with use off Progress Report Data -September, November and January. (4) Understanding Academic Language -October. In addition, our WDW program will offer the following events through contracted services partners to provide these services to all 21sst CCLC families at no charge: (5) Strengthening Parents' Literacy Skills to Increase Job Prospects, Contractor TBD (price listed is as recommended by the agency) -October and February. (6) Credit and Homeownership Informational, Crystal Taylor Realtor -March. (7) Family Counseling & Mental Health Support Program, Tara Boddie & Tammy Speed-Hefner -December and April.</p> <p>--Strengthening Parents' Literacy Skills to Increase Job Prospects Parent Support Vocational Improvement Program-October and February: 2 sessions x \$300 = \$600 --Credit and Homeownership Informational-March: 1 event x 2 hrs x \$300/hr = \$600 --Family Counseling & Mental Health Support Program-December and April: 2 sessions x \$300 = \$600</p>		\$ 1,800	100%			
	64030	<p>WDW Contract Service: Academic & Physical Fitness Enhancement Activities</p> <p>To provide direct instruction and activities following an established curriculum exclusively to actively participating UO 21st CCLC students during 21st CCLC program hours. This is accomplished by having a rotating schedule by grade level. All contractors provide their own basic equipment and supplies which are occasionally supplemented with additional items supplied by 21st CCLC.</p> <p>--STEM Education, Streamline Learning, Afterschool: \$70/hr x 6 hr x 16 weeks = \$6,720 --STEM Education, Streamline Learning, Summer: \$70 x 5 hrs x 16 days = \$5,600 --Culinary Arts, Afterschool: \$75/hr x 6 hr x 16 weeks = \$7,200 --Culinary Arts, Summer: \$75/hr x 5 hrs x 16 days = \$6,000 --Co-Ed Flag Football: \$156.25 x 6 hrs x 16 weeks = \$15,000 --Water Color Art Program: \$55 x 6 hrs x 16 weeks = \$5,280</p>		\$ 45,800	100%			

67540	<p>WDW Tiered Interventions: Curriculum Materials and Supplies 21st CCLC Reading Endorsed Certified teachers (3) will use LEVELED LITERACY INTERVENTION, SECOND EDITION program (M-Th) towards increasing academic performance in reading during after school/summer. Classroom Resource Package provides required resources for implementing the program with fidelity across Grades K-5 with grade-specific resources, including the Student Materials Set and Teacher Resources. Corrective Reading Tier 3 supports our 21st CCLC learners whom require explicit instruction to produce outcomes in five principal areas: Word-Attack Skills, Group Reading, Individual Reading Checkouts, Workbook Exercises, and Mastery Tests. Teacher Presentation Books are required for 21st CCLC Instructors to deliver the program model with continuity. Tier 3 DreamBox offers 21st CCLC students with an intelligently adaptive online K-8 math program that personalizes learning support, immersing them in a world where math makes sense to build the confidence that comes from truly understanding math. DreamBox programming purchased with 21st CCLC funds will enhance students' outcomes over the Summer in Reading to protect students from the summer slide.</p> <p><u>Tier 1-3 ELA Interventions Materials and Supplies = \$10,905</u> Leveled Literacy Intervention Orange System, 2ED Levels A-E = \$3,100 Leveled Literacy Intervention Green System, 2ED Levels A-K = \$3,650 Leveled Literacy Intervention Blue System, 2ED Levels C-N = \$3,550 LLI Black & White Take-Home Books (up to 160 Titles 6-pack of each title): 3 x \$201.67 = \$605</p> <p><u>Tier 3 ELA Interventions Materials and Supplies = \$4,910</u> Corrective Reading Decoding Level A Workbook: 20 x \$20.88 = \$418 Corrective Reading Decoding Level A, Teacher Presentation Package = \$538 Corrective Reading Level B1 Student Book: 20 x \$61.64 = \$1,233 Corrective Reading Level B1 Decoding Book: 20 x \$18.56 = \$371 Corrective Reading Decoding Level B1, Teacher Material Package = \$368 Corrective Reading Decoding Level B2 Student Book: 20 x \$62.16 = \$1,243 Corrective Reading Level B1 Decoding Book: 20 x \$18.56 = \$371 Corrective Reading Decoding Level B2, Teacher Material Package = \$368</p>		\$ 21,479	100%			
	<p><u>Tier 1 & 2 Math Intervention Resource Afterschool & Summer = \$2,129</u> Everyday Math 4 Print Classroom Resource Package, Grade K: 1 x \$282.69 = \$283 Everyday Math 4 Print Classroom Resource Package Grade 1-5: 5 x \$369.18 = \$1,846</p> <p><u>Tier 3 Math Afterschool & Summer/Summer Reading = \$3,535</u> Dream Box 12-month Math & 2-Month Summer Reading Subscriptions, Computer-Based Programming Tier 3: 101 students x \$35 = \$3,535</p>						
67540	<p>WDW Materials and Supplies: Consumable Student Supplies For exclusive use of 21st CCLC students participating in 21st CCLC WDW program.</p> <p>101 students x \$160.13/student = \$16,173</p>		\$ 16,173	100%			
67870	<p>Equipment Technology WDW 21st CCLC Tiered Interventions for Math and Summer Reading require ongoing use of technology to implement the designed plan for student achievement. The Chromebook will boot quickly and be fast and responsive, whether browsing the web or using multiple apps for productivity. The selected laptop charging cabinet is built with a durable powder-coated steel frame and two locking doors. Ventilated panels to improve air circulation and reduce overheating of devices needed to provide our 21st CCLC students with access and deliver Tiered Interventions as designed.</p> <p>--Chromebook Spin 514 - Convertible - 14" Full HD Touch Laptops: 21 x \$289 = \$6,069 --30-Bay Locking Laptop and Tablet Charging Station Cart with Keypad Entry, Computer Charging Station Cabinet, Secure Storage: \$549</p>		\$ 6,618	100%			

67600	WDW Technology: Monthly Internet Access Fee Annual total for internet service is \$1,500. 100Mbps service is required to provide adequate Internet service to participating 21stCCLC students. Internet is required to enable access for Study Island Assessments, Homework Hero program, EZ Reports all 21st CCLC programming using technology and laptops purchased with 21stCCLC. 2022-23 21stCCLC programming takes place on the youth (K-5) side of the building, which is 50% of the overall square footage of the facility. The Club operates for 5 hours per day during the school year and 9 hours per day during Summer and Weekend/Holiday programming. The days of operation are the same for the Club and the 21st CCLC Program, with an additional 9 Prep days throughout the programming year when we meet with staff and lead teachers for planning, review and program scheduling. School Year: 5 hrs/day x 175 days = 875 Weekend/Holiday: 9 hrs/day x 7 days = 63 Summer: 9 hrs/day x 33 days = 297 Prep: 4 hrs/day x 9 days = 36 Club operating hours = 1,271 hrs School Year: 3 hrs/day (Afterschool) x 138 days = 414 School Year: 4 hrs/day (Early Release) x 37 days = 148 Weekend/Holiday: 9 hrs/day x 7 days = 63 Summer: 9 hrs/day x 33 days = 297 Prep: 4 hrs/day x 9 days = 36 21st CCLC operating hours = 1,271 x .7537 = 958 hrs \$1,500 x 75% (hourly usage) x 50% (facility space) = \$563		\$ 563	100%			
68300	Travel: 21st CCLC Technical Assistance Meeting In-state travel for 21st CCLC staff to attend required 21st CCLC meeting to improve performance of 21st CCLC participants. <u>21st CCLC Technical Assistance Meeting - September 2022</u> Parking: 2 staff x \$12/day x 3 days = \$72 Transportation: 2 staff x 72 miles (round trip) x \$.445/mile x 3 days = \$192 Tolls: 2 staff x \$7/day x 3 days = \$42		\$ 306	100%			
68210	Transportation: Mileage This mileage reimbursement is for the Senior Project Director (SPD) who will have to attend meetings, visit sites to check in on staff and programming, drop off supplies and assist with program activities throughout the year that pertain to the 21st Century Program. This will be for use of own vehicle. Cost will be distributed according to same percentages as SPD position. More miles are allocated to the academic year versus summer due to the rigors of the ongoing needs of the afterschool program. This is based on past experience with our 21st Century sites that afterschool program requires ongoing supplies, equipment help, assistance and oversight requiring multiple stops in a single day. Afterschool: 25 miles/day x 175 days x \$.445/mile x 20% = \$389 Summer: 12 miles/day x 33 days x \$.445/mile x 20% = \$35		\$ 424	100%			
68280	Contract Service: Transportation - Rentals OCPS or Private carrier buses for actively participating 21st CCLC students during the school year. The bus will pick students up from school and take them to the Club site for 21st CCLC program. School to Club Transportation for After School Program Days only. Rental rate quoted includes 60 passenger bus, services of trained/qualified bus driver and all other costs associated with bus rental. \$53/day bus rental x 175 days = \$9,275		\$ 9,275	100%			
D) TOTAL			\$ 375,000				

	<i>Administrative:</i>	\$	26,188	6.98%
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