Florida Department of Education Project Award Notification

	Project A	A wa	ard Notification	
1	PROJECT RECIPIENT	2	PROJECT NUMBER	
	Boys & Girls Clubs of Central Florida, Inc.		48E-2443B-3P004	
3	PROJECT/PROGRAM TITLE	4	AUTHORITY	
	Nita M. Lowey 21st Century Community		84.287C 21st CCLC ESSA	Γitle IV, Part B
	Learning Centers (21st CCLC)		USDE or Appropriate Agen	ncy
	TAPS 23B030		FAIN#: S287C220009	
5	AMENDMENT INFORMATION	6	PROJECT PERIODS	
	Amendment Number:			
	Type of Amendment:		Budget Period: 08/01/2022 -	07/31/2023
	Effective Date:		Program Period:08/01/2022 -	07/31/2023
7	AUTHORIZED FUNDING	8	REIMBURSEMENT OPTI	
	Current Approved Budget: \$375,000.00		Reimbursement with Perform	nance
	Amendment Amount:			
	Estimated Roll Forward:			
	Certified Roll Amount:			
	Total Project Amount: \$375,000.00			
9	TIMELINES			
	 Last date for incurring expenditures and issuing 	•		<u>07/31/2023</u>
	• Date that all obligations are to be liquidated and			
	• 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 3	239	9-0400:	
	• Date(s) for program reports:			
	• Federal Award Date:			<u>07/01/2022</u>
	• Last date for receipt of invoice:			07/31/2023
10	DOE CONTACTS		Comptroller Office	UEI#: WJB3VLNFJ517
	Program: Andria Cole		Phone : (850) 245-0401	FEIN #: F590951887008
	Phone: (850) 245-0649			
	Email: Andria.Cole@fldoe.org			
11	Grants Management: Unit B (850) 245-0735			
11	TERMS AND SPECIAL CONDITIONS		at at a p	
•	This project and any amendments are subject to the pro-	oced	ures outlined in the Project Applic	ation and Amendment

- 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.

12 APPROVED:		FLORIDA DEPARTMENT O
Andria G. Cole	5.22.23	EDUCATION fldoe, or

Authorized Official on behalf of the Commissioner of Education

Date of Signing

DOE-200 Revised 07/15

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 <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 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.

DOE-200 Revised 07/15

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to:	A)	Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management	21 st Century	Community Learning Centers Program (21st CCLC)	Date Received
Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 TA		PS NUMBER: 23B030	07/27/2022
B) Name a	and Address of	Eligible Applicant:	
Boys & Girls Clubs of Central Florida, Inc Spring Creek Boys & Girls Club		Project Number (DOE Assigned)	
Administrative Office: 101 E. Orland	do, FL 32801	ve	48E-2443B-3P004
C) Total Funds Requested		D) Applicant Contact & Business Information	
\$375,000		Contact Name: Mack Reid, COO Fiscal Contact Name: Seksit Niltub, CFO	Telephone Numbers: 407-841-6855 (office for both) 407-808-3789 (cell for Mack Reid) 239-293-7737 (cell for Seksit Niltub)
DOE USE ONLY		Mailing Address:	E-mail Addresses:
Total Approved Project	t:	101 E. Colonial Drive	mreid@bgccf.org sniltub@bgccf.org
_{\$} 375,000.00		Orlando, FL 32801	
		Physical/Facility Address: 44440 Spring Creek Rd. Paisley, FL 32767	DUNS number: 064820293 FEIN number: 59-0951887
CERTIFICATION			
I,			
E) President & CEO Signature of Agency Head Title Date			



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			
Day Wen	President & CEO		
Signature of Agency Head	Title		
Date Signed			

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

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.

Signature (must be original)

5 / 10 / 2022

407-841-6855

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 <u>must</u> 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.

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.

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.

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.

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.

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.



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.

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. () ()

Collaboration with Schools

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

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.

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.

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.

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).

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.

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.

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. ()

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	Lay W Carry 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, <u>provide the following information</u> 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.

N/A. There are unfortunately no private schools nearby to take advantage of our services at our 21st CCLC program site.

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

Unfortunately there are no private schools in a 20 mile radius to our Club site. This program has never enrolled any private school students.

(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 Spring Creek Charter School. Program hours will be as follows: on 180 after school days, Mondays, Tuesdays, Thursdays and Fridays from 3:30PM - 6PM and Wednesdays from 2:30PM - 6PM. For 39 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 would be no differences. If we were to have private school students in attendance, our Spring Creek Branch would provide the same services to all registered students.

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.

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



Agency Name:	Boys & Girls Clubs of Central Florida
Agency Head or Authorized Agency Representative	Hay W. Carrisignature
	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 Administrating Agency:	US Department of Education				
CFDA No. (Catalog of Federal Financial A	Assistance No.): 84-287C				
Contract No. 48E-2443B-3P004	Contract Agreement Period: From 08/01/2022	2 To <u>07/31/2023</u>			
Part A: Check either Vendor or Subrecip	pient based upon an analysis of the defining charac	cteristics for each.			
☐ Provides similar goods or served ☐ Operates in a competitive envious ☐ Provides goods or services that		ederal program greement, though similar requirements			
 2. Subrecipient (check all that apply): 					
casts the latter as a subrecipient or agreement. All of the characteristic classifying each agreement as a suit	ination. In determining whether an agreement between a contractor, the substance of the relationship is more as listed above may not be present in all cases, and you baward or a procurement contract. (2 C.F.R. Part 200. onses to Part A indicate your evaluation of the organizate	e important than the form of the ur agency must use judgment in .330(c))			
Comments:					
Completed by: Sontaline Strangflums (Signature) NOTES:	CONTINUE HOSEYAN JSMINING	3.2.23 C Sister (Date)			

- (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.





2022-2023 Scope of Work

Agency Name: Boys and Girls Clubs of Central Florida

Project Number: 48E-2443B-3P004

Program Name: Spring Creek Club

Section 1: Project Abstract/Summary

Boys & Girls Clubs of Central Florida's Spring Creek 21st CCLC, 44440 Spring Creek Road, Paisley 32767 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 6/5/23-7/28/23. ESSA approved activities include multi-tiered evidenced- based ELA/Literacy, MATH, STEM academic interventions aligned to individualized student needs; Healthy/Active Lifestyles TRIPLE PLAY/HEALTHY HABITS programs (Fitness/Nutrition); SMART Moves drug/violence prevention programming; Academic Enrichment such as Honey Culinary, Bee Farm, Bees/Pollination Science 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	6-9	2014-2022
Federal Funding	10+	2001-2022
Other Types	10+	1944-2022

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.

Our current contract for 21st Century at Spring Creek Club ends July 2022. We look forward to being able to continue this partnership to serve very rural North Lake County Title I students.

Section 4: Building Your Program Team

For Spring Creek Club, we sent an invitation out to administration, our Lake County Clubs Branch Board (advisory and fundraising), staff at our target school, community volunteers, current parents and students at our Club in order to form our Program Team. We wanted to garner diverse perspectives in addition to our program staff.

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.

PRINCIPAL LOCKE will serve as our ADMINISTRATIVE REPRESENTATIVE from our target school. He is completely invested in ensuring the success of our program and to its continuance in the community. His involvement will help create a seamless collaboration from school-day learning to afterschool support and intervention services.

Margaret Holland will also serve as a SCHOOL REPRESENTATIVE on our team. As a music teacher, she provides our members the opportunity to learn about music and the arts to positively impact their social-emotional development, something which they thoroughly enjoy.

Neil Oram is our PARENT REPRESENTATIVE. He has been dedicated to helping the Club and members with regular donation of time and resources. His son attends and he is very invested in seeing the program continue.

Serving as COMMUNITY MEMBER REPRESENTATIVE is Elise Rainey—our local Paisley Library Senior Library Assistant. Her presence can help draw additional enrichments in literacy and reading to our program. They can take place on-site at our Club or perhaps as field trips for our Club members to attend events at the library. For the past few summers, Miss Rainey has hosted weekly trips to the library and supported literacy-based projects for our Club members.

Our Site Coordinator and 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 team. 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. It is our hope that each person 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

Before building our survey, our internal team, consisting of current 21st Century Senior Project Director, grants team, operations, current Site Coordinator and the target school Principal to discuss our previous years' stakeholder surveys and hear about current trends in academics and within the community.

Principal Locke brought insight from his teachers, faculty and parents, and our Site Coordinator shared real-time issues from student achievement and parent engagement. 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 FACULTY, and current PARENTS and STUDENTS who are attending our program. We also reached out to PARTNERS who have invested their time at our Club to ensure we had their buyin 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

We used an outside consultant, and spoke with our internal team about what survey items we should choose. We didn't want to assume that the community automatically wanted or needed an afterschool program. So, we started by verifying the overall NEED. The surveys overwhelmingly show a need that matches the services our program will provide.

For the Parents and Students surveys, the overall score for "need" for an afterschool and summer program was 4.6 and 4.2 out of 5, respectively (Based on Likert Scale 1-5, 5 being highest) We received nearly 100 responses, over 15% of target baseline. 100% of PARENTS said "NO" to whether or not they could afford to pay for an afterschool program.

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, Carver Shores youth would be left completely without an afterschool program.

PARENT/STUDENT SURVEY RESPONSES, A SNAPSHOT:

- --53% named "Understanding Reading Concepts"
- --38% "Understanding Science Concepts"; and
- --48% named "Understanding Math Concepts" as subjects their child/ren struggle with at school.
- --41% of parents identified "staying out of trouble" as needed in an afterschool program.

TEACHERS at Spring Creek enthusiastically took the survey and we successfully received nearly 90% of our target schools' teachers (43 of 49 teacher responses, Know Your Schools). Roughly 100% of teachers said Paisley, FL needed an afterschool program and 98% said they needed a summer program.

To the question about WHAT THEIR STUDENTS STRUGGLE WITH the most:

- --84% Understanding MATH Concepts; and
- --an overwhelming 91% CITED "UNDERSTANDING READING CONCEPTS" as the biggest struggle.
- --Additionally, 78% also cited SCIENCE.

These results seem to show a discrepancy in perspective between parents and teachers as to what the children need in terms of academic and personal enrichment supports and interventions.

FREQUENCY AND METHOD OF ENGAGEMENT

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 each Program Team meeting, 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 Evaluator 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.

In preparation for designing our program, we surveyed the local parents, students and teachers at our Club facility, school and community.

Section 6: Assessing Program Needs

BGCCF's Spring Creek (SC) Boys & Girls Club is the sole provider of positive youth development services, including afterschool, holiday and summer vacation academic and personal enrichment programming, to children living in the economically disadvantaged rural communities in the northern tip of Lake County. In 2021, our Spring Creek Club served 164 disadvantaged youth: 57% boys, 43% girls; 80% Caucasian, 11% Multi-Racial, 7% Hispanic, 2% African American. 98% were eligible for free/reduced school lunch (BGCCF KidTrax Demographics).

Many who reside in this part of Lake County are low-income families in sparsely populated communities who face lack of access to resources for personal, professional and academic betterment. This becomes clear through recent community demographics. The 2021 median household income in these communities nestled near the Ocala National Forest is \$40,087, in comparison to the estimated 2021 Metropolitan Orlando-Kissimmee-Sanford area family income of \$70,800. 32% of all households are living below the poverty line. (FFIEC Geocoding 2021, Retrieved from https://geomap.ffiec.gov/FFIECGeocMap/GeocodeMap1.aspx and US Census Bureau, 2020, https://www.census.gov/quickfacts/fact/table/US/EDU635220). Low educational attainment also plagues these communities: only 33% of all residents hold a Bachelor's degree, and, of the adults 25 years of age and older, 12% failed to graduate high school. (US Census Data American Community Survey, 2021.

Retrieved from data.census.gov/tables "Educational Attainment.")

The ongoing health pandemic has compounded these daily obstacles the underserved youth of northern Lake County have faced over the past year. 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, these low-income students from Paisley and





surrounding rural communities struggled to find resources to participate in such learning and, as reports now show, had more difficulty staying on task than their well-off peers. These disparities are especially pronounced in low-income communities. In a recent analysis on academic effects due to COVID-19 by McKinsey & Company, students fell behind by as much as 12 months during school closures depending on family income level and ethnicity. 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 Spring Creek Charter School students served by our SC Club. According to the Know Your Schools website, total Spring Creek students' LEARNING GAINS in ENGLISH LANGUAGE ARTS (ELA) dropped 8.3 percentage points over the past two school years, from 53.6% in 2018-19 down to 45.3% in 2020-21. Total Spring Creek students' MATHEMATICS LEARNING GAINS increased by 4.7 percentage points, from 48.7% in 2018-19 to 53.4% in 2020-21. 2020-21 FLORIDA STANDARDIZED ASSESSMENT (FSA) results for these Spring Creek students, most of whom are served by our Spring Creek Club, show how the pandemic and community obstacles combined to negatively affect these youngsters' academic success:

- -57% of total students, including 59% of Hispanic students—the only SUBGROUP for which data is available—are struggling to read proficiently. Critically, only 41% of Spring Creek 3rd graders 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.
- -54% of total students—including 62% of Hispanic students—were unable to score a 3 or better on the MATH FSA.
- -SCIENCE results were similar to Math results, with 48% of total students—including 60% of Hispanic students—failing to achieve a proficiency score of 3 or better.

Spring Creek Charter School had a School Grade of C in 2015-16, and from 2016-17 through 2018-19 earned a School Grade of B. In 2020-21 this school was once again identified as a TARGETED SUPPORT & IMPROVEMENT (TS&I) School, with one (1) UNDERPERFORMING STUDENT SUBGROUP: Students with Disabilities – 26%. As of March 28, 2022, for the 2021-22 school year, 188/550 or 34% of Spring Creek Charter 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 9% (50/528) of Spring





Creek students recorded in the 2020-21 school year. According to https://www.safeschoolsforalex.org/fl-school-safety- dashboard/ Spring Creek Charter had a HIGH Violent Incident Level in 2019-20—0.97 incidents per 100 students—with offenses in Fighting, Sex Offenses and Threats/Intimidation. This was the highest level of violent incidents in a K-8 school in Lake County. In addition to these violent incidents Spring Creek Charter also had a VERY HIGH Level for Drug Use/Public Disorder Incidents; at 1.29 incidents per 100 students, this was again the highest level among K-8 schools in all of Lake County. 100% of this TITLE I school's student population is considered ECONOMICALLY DISADVANTAGED and is eligible for FREE/REDUCED LUNCH. (Spring Creek Charter School 2021-22 Schoolwide Improvement Plan; Know Your Schools, School Report Card for Spring Creek Charter School K-8. Retrieved from https://edudata.fldoe.org/ReportCards/Schools.html?school=0631&district=35.)

SURVEYS

Almost 90% of Spring Creek Charter School's TEACHERS AND FACULTY responded to our survey (43 out of 49). 100% of those respondents scored a "5" for "needing an afterschool program" and an average 4.9 for needing a summer program. (Based on Likert Scale 1-5 where 100% of respondents scored "5" on "understanding math concepts" for example).

PARENT SURVEY, 100% of the 120 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. This is a major GAP IN SCHOOL-AGED YOUTH SERVICES in North Lake County.

TEACHER 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?").
- --91% identified "Understanding Reading Concepts" as a topic their students struggled with; likewise,
- --84% said that about "Understanding Math Concepts"
- --51% said their students struggled with "staying out of trouble" and





--33% with "Understanding Teacher Instructions"

In regards to ADDITIONAL ENRICHMENTS that our teachers believe "students need in an afterschool and summer program": 79% checked ENGINEERING or SCIENCE, FITNESS, 81% MUSIC/ART/CULTURAL PROGRAMS, and 79% of teachers checked either VIOLENCE PREVENTION AND/OR BEHAVIOR/SOCIAL SKILLS.

Our program design and activities were built to meet these expressed needs in our rural, under resourced Paisley community.

Some community assets we will leverage in our program services are through our local partners, such as Astor Church, 4H who provides a robust animal husbandry program, local gardening volunteers, Kiwanis Club and other key volunteers who are dedicated to making Spring Creek Charter School a shining beacon in Paisley for cultivating GREAT FUTURES for local youth who would otherwise have no academic and personal enrichment supports.

Section 7: Intentionally Designing Activities

4A - ACCELERATED LEARNING AFTER SCHOOL PROGRAM

OVERVIEW

Spring Creek Club is located in rural Lake County at the edge of the Ocala National Forest. Many who reside in this area are extremely low-income families in sparsely populated communities who face lack of access to resources for personal, professional and academic betterment. Our proposed 21st Century Community Learning Center afterschool program will deliver what we're calling 4A— Agile Academics, Active learning and Agriculture. Our Extended Learning opportunities are built to enhance our 21st CCLC students' foundational academic elements of reading and math while using a learning process of Exploration, Connection, Creation, Innovation and Impact that will help them acquire critical and creative thinking skills. Program 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 Spring Creek Club's Site Coordinator with assistance from 21st CCLC Program Tutor Assistants.





4A – ACCELERATED LEARNING AFTER SCHOOL PROGRAM

1) ELA Tier 1 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: Only 41% of Spring Creek 3rd graders were able to attain a score of 3 or higher on their ELA FSA.

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 1 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

In addition: 15 of our 60-minute lesson will be geared to the following captivating lessons that will support the five essential components of reading. These components include phonemic awareness, phonics, fluency, vocabulary development, and comprehension. A reader must master all of these components in order to be a truly good reader.





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 1 Intervention in Reading Achievement from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679 LLI

PROGRAM ACTIVITIES

Semester 1: Ole McDonald Had some Vowels: E-I-E-I-O-

ELA Tier 2 Intervention Program Grades K-2: Leveled Literacy Intervention

Needs Alignment: Only 41% of Spring Creek 3rd graders were able to attain a score of 3 or higher on their ELA FSA. According to the Know Your Schools website, total Spring Creek students' LEARNING GAINS in ENGLISH LANGUAGE ARTS (ELA) dropped 8.3 percentage points over the past two school years, from 53.6% in 2018-19 down to 45.3% in 2020-21.

Phonemic Awareness Phonics and & Word Study Phonics refers to how alphabetic spellings relate to speech sounds in systematic and predictable ways. As children become more familiar with these spelling/sound relationships, most of the words in their spoken language become accessible to them when they see them in print. Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Phonemic awareness is important because children must be aware of how the sounds in words work and that spoken words are made up of individual sounds, or phonemes.

Program Structure- Lesson, Songs, Games and Activity that Build Phonological & Phonemic Awareness (15-minute warm-up)

Semester 2: Fertilizing our Fluency

Fluency involves reading a text accurately at the appropriate rate, using clues in the text to guide expression, and, therefore, comprehending the text read. Before students can read fluently, they must be taught how to read fluently. This can only be done through modeling and guided practice.

Program Structure- Listen and Follow Along Warm Up Activity (5-minute warm-up) Sight Word Practice Activities (5 minute warm up)





Paired Reading, Choral Reading or Repeated Readings (5 minutes warm up) Semester 3: Growing your Vocabulary

Vocabulary development involves the student's ever-growing library of words, the meaning of which they understand. Often, students with a larger vocabulary can read on a higher level. This is because the students are familiar with a much larger variety of words, and they do not have to spend as much time deciphering the meaning of a single word. Instead, they can focus on the meaning of the text as a whole. Program Structure-Word of the day (8 minutes warm up)

Learn Roots and Root Words (7 minutes warm up)

Semester 4: Crops of Comprehension Reading Comprehension is the ultimate goal for reading instruction. If a student cannot comprehend the text, reading is meaningless. Comprehension involves the ability to read and interpret the meaning of the text.

Context Clue Clues Passage and Multiple-Choice Question (15 minute warm up)

2) ELA Tier 2 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, 41% of students did not pass their FSA.

Program Specifications:

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 3 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 school to increase Reading Achievement in K-2 and be on grade level by 3rd grade. Critically, only 41% of Spring Creek 3rd graders were able to attain a score of 3 or higher on their ELA FSA in 2021.

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 3 Intervention in Reading Fluency from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679





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

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

Program Delivery Model: Explicit Direct Instruction (EDI)

Needs Alignment: This literacy intervention aligns with the needs identified from our target school, Spring Creek: According to the Know Your Schools website, total Spring Creek students' LEARNING GAINS in ENGLISH LANGUAGE ARTS (ELA) dropped 8.3 percentage points over the past two school years, from 53.6% in 2018-19 down to 45.3% in 2020-21.

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 3 Intervention in Reading Fluency from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120.

4A – ACCELERATED LEARNING AFTERSCHOOL MATH INTERVENTIONS

1) Math Tier 1 Intervention Program Grades K-5:

Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: Duration: 60 minutes weekly





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

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

Needs: 54% of total students—including 62% of Hispanic students—were unable to score a 3 or better on the MATH FSA at Spring Creek Charter School last year.

Program Description:

This practice guide provides evidence-based practices that can help teachers tailor their instructional approaches and/or their mathematics intervention programs to meet the needs of their students.

This practice guide, developed by the What Works Clearinghouse™ (WWC) in conjunction with an expert panel, distills this contemporary mathematics intervention research into easily comprehensible and practical recommendations for teachers to use when teaching elementary students.

PRACTICE RECOMMENDATION

- I. Mathematical language: teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts: vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics.
- II. Representations: use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Representations illustrate the value of numbers and the relationship between quantities. Concrete and semi-concrete representations are powerful ways to make mathematics visible and more accessible for students. Creating visual models with concrete or semi-concrete representations.
- III. Word problems: provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Learning to solve word problems is an important part of the elementary mathematics curriculum because word problems help students apply the mathematics they are learning, develop critical thinking skills, and begin to connect mathematics to a variety of scenarios or contexts.





IV. Timed activities: regularly include timed activities as one way to build Fluency in mathematics. This recommendation offers one more, albeit short, way to support fluency building through timed activities. These timed activities last between 1 and 5 minutes and are not the entire focus of the

intervention. Instead, they are one component embedded within a multi-component intervention. Quickly retrieving basic arithmetic facts (addition, subtraction, multiplication, and division) is not easy for students who experience difficulties in mathematics. Without such retrieval, students will struggle to follow their teachers' explanations of new mathematical ideas. Thus, building automatic fact retrieval in students is one (of many) important goals of intervention.

Source: 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 for Tier 1 Intervention in numerous outcomes for Elementary Grades from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/PracticeGuide/26

2) Math Tier 2 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:

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

Source: 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)

This study shows promising evidence for Tier 3 Intervention in General Mathematics Achievement from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/166

3) Math Tier 3 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: 54% of total students—including 62% of Hispanic students—were unable to score a 3 or better on the MATH FSA at Spring Creek Charter K-8 last year.

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 3 Intervention for General Mathematics Achievement from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/627.

HEALTHY LIFESTYLES PERSONAL ENRICHMENT FARM HEALTH AND FITNESS PROGRAM

1) Tier IV 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

Program Activities:

Get Fit with CrossFit-style Farm Exercises Quarter 1: Tire Flipping; Lifting; Carrying

Quarter 2: Rope Battles; Walk Race; Sack Relays; Horse Shoe Throws Quarter 3: Corn

Hole Game and Tournaments

Quarter 4: Line Dancing

Healthy and Active Lifestyle Class Program Grades K-5:

Duration: 60 minutes weekly

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

Provided: West Development

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

Program Specifications:

Quarter 1 & 3: *Culinary Classes with contracted services West Development Catering – Farm to Table Fresh Cooking Culinary Classes

Cultivate a sense of good nutrition Our classes are fun, safe, and teach kids how to make healthy food choices. They encompass math skills through measuring, counting, fractions, and sequencing. Reading skills are sharpened as they read recipes and increase their vocabulary. Science and Chemistry concepts are explored through making predictions, experimenting, observing how food changes, and learning how and where





food grows. We include agriculture, geography history as we explore cuisines and generational recipes using the freshest ingredients possible from our farm and local farmers markets.

There is a focus on art and creativity when club members learn that we eat with our eyes learning presentation and use of colors can make a dish taste even better. Club members improve their social skills through teamwork, sharing, and responsibility.

Quarter 2 & 4: Content area Healthy Habits Classes BGCA Curriculum

Habits are hard to break. That's why the sooner in life we build good, healthy habits, the easier it is to keep them and stay as healthy as possible. And when good habits are in place, it's easier to resist bad ones. Students will learn all aspects of healthy living that will include but will not be limited to lifestyles and trends of living on a farm, using the freshest ingredients in your meals possible and their health benefits, regular and physical activity, staying safe and healthy and healthy thinking.

Evidence-based research:

Triple Play is a nationally-implemented and recognized program, 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/promisepractice/index/view?pid=30281.

4A - ACCELERATED LEARNING AFTER SCHOOL PROGRAM SCIENCE & STEM

Class Program Grades K-5 Duration: 60 minutes weekly

Ratio: 1:17 Program Assistant Tutor /2:17 Program Assistant Tutor

Contracted Program Activities STEM Provided by Streamline Education & FLEET Farming Program Delivery Model: Whole Group; Break-out Groups; Hands-on Experiments

Quarterly Program Focus:

Quarter 1: Farming Vegetables; Herbs and Fruits Classes and Curriculum with FLEET Services

Quarter 2: The Food Chain; Plant Cycle; Rock and Soil Cycles and Life Cycles- courses with Streamline Learning (Biology)

Quarter 3: Farming Vegetables; Herbs and Fruits Classes—Curriculum with FLEET Services





Quarter 4: AgriScience Labs cultivate the emerging study of biotechnology and business/economics in the agriculture industry through hands-on experiential classes and courses with Streamline Learning.

Activity 1: A Scientist and an Engineer Make Bio-Based Products From Biomass to Biofuel: Burn a Nut

Scientists and engineers are constantly experimenting and using technology to invent new bio-based products. In this activity, use your innovation skills to learn about soy bio-fuel science and design products that utilize soy protein to create a new bio-based material. Biofuels are made from renewable materials like plants. Today, energy crop innovation is continuing to develop sources of sustainable biofuels. Now you can experiment to see how much energy can be produced from a plant-based source.

Activity 2: Agriculture in Print: Soy Ink Agriculture in Soap: Plant Oils Matter

In this activity, learn about the harvest and production of soy-based inks. Try your hand at the art and technology of printing and see how oil and water mix. While biochemists use chemistry principles to improve our soaps, bio technologists work to develop plant traits that will improve the fatty acids for use in soaps, food and other industrial products. Try an easy melt-and-pour recipe to make soap that meets your own consumer standards

Food Science and Technology Protecting You and the Environment: Green at Home.

Activity 3: What keeps chocolate smooth and creamy? What chemical balance allows NesQuik® to blend so quickly? This activity allows you to discover how science is used in food technology to make products more stable and enjoyable for consumption.

Activity 4: When farmers and industrial companies work together to make bio products, the consumer wins; but how do everyday farmers make their products "green"? In this activity, choose a bio-based product, find the agriculture ingredient, create a consumer test, and report on your results.

Agriculture at Work: Bio plastic Face the Fat: Engineering a Better Oil.

Activity 5: Although about 95% of all the plastic in the world started out as crude oil, many plants like potatoes, soybeans and wheat are used to make plastic as well. In this activity, test your chemistry skills by making bio plastic with corn ingredients.





Activity 6: Fats get a bad rap when it comes to the food we eat, so scientists are playing with plants to reduce the amount of trans fat in the foods we enjoy. Learn how to explore the types of fats you eat, monitor the amount of fat you consume in a day, and discover the role fats play in making food taste better.

EVIDENCE-BASED RESEARCH

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. RPTEL 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.

HOMEWORK ASSISTANCE

POWERHOUR/Project Learn "Lasso Learning Time"

Tier 1 Intervention Program Grades K-5: Homework

Duration: K-8 120 minutes weekly (30 minutes per day, Monday through Thursday)

Ratio: 1:17 Program Assistant Tutor

Program Delivery Model: Small Group Support in whole group environment

Program Description:

All of our Club members will encourage to use the opportunity to complete their day school assigned homework lessons during our scheduled Lasso Learning Time! We will gather all of our livestock (children) into their assigned areas, where they can both graze and begin homework assignments. These areas will be supervised as supported by certified teachers, program counselor and program assistants.

- -Individual homework assistants
- -Small group homework assistants
- -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





Homework HEY DAY! Specifically for Early Release Wednesday (15 minutes)

With the sound of a Farmhouse bell to capture everyone's attention. Homework HEY DAY! Will help motivate and encourage daily participation in Lasso Learning. Students will be given a Cow Bell Celebration completing their homework and or receiving feedback from their day schoolteacher that indeed homework as turned in prior and completed. This will be done to captivate their attention in a prime location in the club for all stakeholder to view to promote the social and academic growth of our students.

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.

Smart Moves- BGCA Curriculum

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 practicing 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





4A - FARMING FLEX DAY

Programming Grades K-8: Additional Enrichment Programming Duration: 2 Session for 60 minutes each weekly

Ratio: 1:17 Program Assistant Tutor

Program Delivery Model: Small Group Support in whole group environment

Program Activity: Art Education provides a creative outlet for our students to increase their art knowledge and skills, while learning historical intentions of artists depictions of agriculture life. Sewing classes will be included in the art offerings as they aid in the weaving in of crops that are grown for the specific purpose of textile usage. Building Creative Confidence - From art that is all about the characters comes in the famous nursery rhymes old McDonald had a farm with use of basic materials and supplies like crayons and sketch pens to depicting a stern-looking farming couple with acrylic and or oil paints, this deceptively simple portrait has captured the imagination of the nation and speaks to the evolution of agriculture. Our enrichment art program will use agriculture elements as their muse to capture the minds and the talents of our students through a robust history of artists and their works.

K-8 Additional Enrichment Activities to include these themes:

- -Dream Box Computer Based Programming
- -Herb Garden Growing Classes
- -Flower Garden Creation Classes Sow to Sew

Agriculture provides most of the world's fabrics! Our sewing classes will provide students will knowledge on what plants are grown to create fabrics and will allow our students the opportunity to learn basic sewing skills with use of a Sewing Machine and materials and supplies to create farm inspired creations.

Our SC 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 daily Monday-Thursday.

ELA, Math and SCIENCE skills will be reinforced throughout Academic Enrichment programming in specialized activities such as Honey Pot Culinary Classes, Science Studies: Bees & Pollination, Kazoo Lessons and Fitness Classes. Each Enrichment activity will be offered 1 hour per grade daily.





21st CCLC students will also be able to focus on personal enrichment—either Art, Computer Lab, Board Games or Bee Farm—for 1-hour per grade daily Monday-Thursday.

On Fridays, each grade will get to enjoy special activities for 1-hour each, including Spelling Bee, Math Bee, SMART Moves drug prevention programming, Computer Lab and Read Aloud.

RECRUITMENT

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, our session on Understanding Academic Language and navigating the Launchpad/Skyward portal will assist families in becoming more involved with academic outcomes during school-day learning.

SC CLUB 21st CCLC STUDENT RECRUITMENT STATEGY. Because the SC Club is co-located on the campus of Spring Creek Charter School (SCCS), SC Club staff members have a strong partnership with school administrative and teaching staff and also have daily opportunities for constant in person/electronic communication with current SCCS students—most of whom are SC Club members—and their parents.

Additionally, BGCCF's 21st CCLC-dedicated webpage is currently built and functioning on BGCCF website, providing program information to participating students, parents and general public. This site will be updated at least once per month. Website will offer: 1) copy of SC Branch's approved 21st CCLC grant narrative/program description; 2) ongoing progress in meeting SC 21st CCLC program's proposal goals/objectives through links to formative/summative reports as available; 3) SC 21st CCLC's location, target school, scheduled service hours, Site Coordinator contact information; and 4) links to student- created projects/products. Throughout grant period, the SPD will share program successes as demonstrated by collected educational data with the Assistant Director of Marketing & Communications for replication statewide via BGCCF communications collateral (e.g., quarterly newsletter, annual report, periodic E-blasts, Facebook) and also for distribution to stakeholders. Program notices/information





concerning current grant and 21st CCLC Activities/Events Calendar will also be targeted to the communities surrounding the SCCS, the SC Club, SCCS administrative/teaching staff, Lake County school district personnel and SC 21st CCLC Program Team members. 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. The 21st CCLC name will be displayed prominently in our SC Club and at Spring Creek Charter School and included on all disseminated informational/public awareness materials.

SC CLUB 21ST CCLC RECRUITMENT ENROLLMENT PRIORITIES. BGCCF's 21st CCLC Senior Project Director

(SPD) will work with Spring Creek Charter Principal Locke and key school staff throughout the coming summer to identify student needs and align our SC Club's proposed 21st CCLC services with those needs. Principal Locke supports our proposal and has committed to share students' i-READY diagnostic assessments with our 21st CCLC FL-certified afterschool teachers. SCCS students most in need of academic assistance will be targeted/identified based on I-READY individualized needs assessments, report cards and social development history. We will use those individualized student needs assessments to craft a responsive Activity Design with 21st CCLC approved program activities as defined in ESSA, to improve students' academic and personal development. Referrals will go through 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 SC Club'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.

SC CLUB'S 21ST CCLC STUDENT RETENTION STRATEGY. Club staff and 21st CCLC teachers will discuss the program benefits with all parents to encourage attendance, following-up with parents on student absences of more than 2 days. The SC 21st CCLC program will encourage all students to remain for all sessions and attend regularly by offering an array of hands-on, interactive and engaging PBL-based Personal Enrichment activities that the Site Coordinator has specifically developed around 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 Spring Creek Boys & Girls Club.

SC CLUB 21ST CCLC PARENT RECRUITMENT PLAN. SC Club and 21st CCLC staff try to meet in person or electronically with as many parents as possible at the beginning of the school year to invite all parents to the Club's 21st CCLC Program Orientation and Information Session. At this meeting 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 of them and their students. This Orientation will also give parents the opportunity to ask questions, voice opinions, gather feedback and develop their overall understanding of 21st CCLC. Flyers at the Club and Spring Creek Charter School, along with in person and electronic messages, will be used to encourage parents to participate in an introductory 21st CCLC Open House held during programming hours so that parents can become familiar with student schedules/activities and program staff. 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, the SC Club's 21st CCLC plans to offer the following Adult Family Member Programming: 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)

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PARTNERS

SC Club and its 21st CCLC program has numerous 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 target school Spring Creek Charter K-8, within which our SC Club is located, and from the Superintendent of LAKE COUNTY PUBLIC SCHOOLS in support of our program. These partnerships have endured for the past five years; working on 21st Century programming together has deepened these relationships and our commitment to serve area youth.

Our NON-MONETARY PARTNERSHIPS include:

- 1) 4H Hands-on projects include science, health, agriculture and civic engagement. They have operated a program for middle school students at Spring Creek Charter for 6 years. They will expand their program to include grades 3-5.
- 2) Kiwanis of Umatilla will provide volunteers to teach students about character and leadership skills, civic engagement.
- 3) First Baptist Church of Astor will provide space for 21st CCLC related projects such as Math, Reading, Science Nights.

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 Development 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 \$42,680.
- 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) Tara Boddie, Licensed Mental Health Therapist & Educator will provide professional development training for staff (4 workshops) teaching staff concrete ways to reach 21st CCLC students to create strong educator-student relationships.
- 6) Fleet Farming/IDEAS for us: will provide gardening classes to 21st CCLC students in 1st and 3rd school year quarters, teaching students how to grow fruits, vegetables,





and other types of gardens (herbs, flowers, rocks, moss). Services provided at a discount, with all supplies and materials included in hourly rate. In-kind contribution at a reduced rate of \$62.50/hour (1-hour classes). Normal rates = \$100/hour. For 6 hours weekly of 16 weeks of instruction, estimated in-kind contribution is \$3,600.

7) 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.

We have secured or are in the process of securing 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 Spring Creek (SC) Club proposes to serve a total of 101 Spring Creek Charter School students during the school year, holidays and summer months. With a total of 10 instructional staff dedicated to providing 21st CCLC academic 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 SC Club 21st CCLC will provide 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 that not only integrates with the target school curriculum but also expands upon that curriculum, is a critical piece of our staff structure.

Additionally, our program will make it a priority to utilize content-area certified teachers from Spring Creek Charter School 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 Spring Creek Club site as well as 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. 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 M.Ed. and FL teacher certification and has worked with BGCCF's 21st CCLC Programs since 2013-14.

The SC Club 21st CCLC SITE COORDINATOR will have a 4-year degree and be responsible for leading, implementing and coordinating the Spring Creek 21st CCLC Program 30 hours per week. Responsibilities will include: managing/leading all 21st CCLC staff; communicating with parents and school personnel regarding student behavior; supervising Teachers 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; assisting the SPD with development of lesson plans/enrichment activities; and collaborating with community, partners and Spring Creek Charter School to create a Program Team.

Hourly FLDOE Certified Teachers who are certified within the grade levels and content areas being taught will direct the SC Club's 21st CCLC educational services and provide actively participating 21st CCLC students with all proposed PBL activities and daily homework assistance (M-TH) 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 SC 21st CCLC to go over curriculum, lesson plans, data collection and student progress review.

The hourly LEAD PROGRAM COUNSELOR (Lead PC) minimum A.A., background in trauma or counseling technique, will be responsible for the implementation and day-to-day management of the 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 SC 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 five (5) part-time 21st CCLC PROGRAM TUTOR ASSISTANTS (PTA's), all of whom have a minimum of a 2-year degree. The 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 GRANT ACCOUNTANT B.S.in Accounting with 20 years grant experience, 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: Spring Creek (25%), Joe R. Lee (18%), Universal Orlando (10%), Walt Disney World (10%), 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 Spring Creek 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 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.
- 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.

Section 9: Implementing with Fidelity

Our 21st CCLC Senior Project Director (SPD), 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 are important parts 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 responsible for each type of activity, and which room in the Club facility the lesson/activity will take place; this schedule is accompanied by a lesson plan and dedicated staff. Our SPD, Teachers and Site Coordinator will share the responsibility for fidelity to daily program implementation and ensure continued quality improvement during program delivery. BGCCF employs 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 in 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 curricula we chose come with program evaluation and data monitoring tools. We will focus on five main elements--Focus, Timeliness, Useability, Credibility and Demonstrated Ethical Practices.

- Focus. 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 21st CCLC classes for timely feedback to increase student performance.
- Timeliness. 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 so as not to delay the implementation interventions for





students. Monthly scheduled meetings will take place with 21st CCLC teachers and staff with our Senior Project Director.

- Usability. For ease of use, data collection will mostly be used within an online format. Most programs selected have this built-in component. For those that do not, we will create a Goggle Form to collect data. Having access to this type of data will allow our 21st CCLC Certified teachers to make credible data- based decisions.
- Credibility. This credible process for 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.
- Demonstrated Ethical Practices. Finally, the data collection process will be monitored for ethical practices that ensure security of private behavioral conduct matters, including reports by the target 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 the in-house assessment window during the application process, orientation, open house and other means such as email that will be 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 Lake County Schools).

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 Spring Creek Boys & Girls Clubs 21st CCLC program. We have designed an appropriate plan to ensure the long-term viability of this initiative's services for its targeted students and families beyond the initial four-year funding period. As part of our organization'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 organizational Development team. Our development staff members have a combined 89 years of experience. 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 and 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.

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.

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."

- --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. In order to move the needle on the above priorities we have weekly goals set around these metrics and are measured weekly for accountability purposes.

We see role as helping our investors achieve their philanthropic goals of impact 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 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.

The area around Paisley in North Lake County has benefitted from a successfully implemented 21st CCLC program for six years and we look forward to continuing to partner with Florida





Department of Education for the betterment of Lake County children and families. 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 c	of Central Florida	<u> </u>	Project Number:	48E-2443B-3P004					
Program Name:	Spring Creek Club									
Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.										
This change include The following items	es: Additions are incorporated as	□-Deletions part of the Scope	☐ Both e of Work:							
• Section 1: Proje	ect Abstract Summary	У								
Boys & Girls Clubs of Central Florida's Spring Creek 21st CCLC, <u>serves Spring Creek Charter K-8 and is co-located with the school at</u> 44440 Spring Creek Road, Paisley 32767 serves 101-150 youth (K-5) during school year and summer. Program operates 3:30-6PM 3:25-6PM Mondays- Tuesdays-Thursdays-Fridays, 2:30-6PM 2:25-6PM Wednesdays. Afterschool begins 8/10/22, ends 5/26/23. Summer operates 8:30AM-5:30PM M-F 6/5/23-7/28/23. ESSA approved activities include multi-tiered evidenced- based ELA/Literacy, MATH, STEM academic interventions aligned to individualized student needs; Healthy/Active Lifestyles TRIPLE PLAY/HEALTHY HABITS programs (Fitness/Nutrition); SMART Moves drug/violence prevention programming; Academic Enrichment such as Honey Culinary, Bee Farm, Bees/Pollination Science Classes. <u>There will be 10 Adult Family Member Services events</u> , with topics including AFMS include Strengthening Literacy Skills to Improve Jobs Prospects, Building Good Credit towards Homeownership, Family Counseling, Mental Health Support.										
This change include	es: Additions are incorporated as	Deletions	☐ Both							
, ,	•	. ,	LOJ WOIK.							
world-class STEAM gaming with Full Sa Ludgate has comm	• 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. Sharyn Thomas 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.									
-	II serve as our DISTRI orts and Alternative P		TIVE. Patte	erson works as an Adr	ministrative Coordinator					
This change include	es: 🗆 Additions	□ Deletions	□ Both							
	s are incorporated as									

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, Paisley area Carver Shores youth would be left completely without an afterschool program in this incredibly rural area of Lake County that borders the Ocala National Forest. This change includes: Additions Deletions Both
The following items are incorporated as part of the Scope of Work:
Section 7: Intentionally Designing Activities
Our NON-MONETARY PARTNERSHIPS include:
1) 4H Hands-on projects include science, health, agriculture and civic engagement. They have operated a program for middle school students at Spring Creek Charter for 6 years. They will expand their program to include grades 3-5.

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.

5) 4H Hands-on projects include science, health, agriculture and civic engagement. They have operated a program for middle school students at Spring Creek Charter for 6 years. They will expand their program to include grades 3-5 and provide classes for \$90 per hour, a discount of \$35 per hour
7) Tammy Speed-Hefner, MSW, Mental Health Counselor, Educational Leadership: will provide specialized staff development training (2 7 workshops) for Boys & Girls Clubs of Central Florida Club 21st CCLC staff, centered on trauma-sensitive environments from 2018-present. Discounted rate for workshops estimated as in-kind contribution of \$1,350. Speed-Hefner is also leading two (2) AFMS sessions on similar topics that are caregiver-focused. Discounted rate for 47 workshops estimated as in-kind contribution of \$8001,350. Speed-Hefner normally charges 500.00 per session, but for this project, she is willing to partner with BGCCF for a discounted rate of \$300.00 per session.
8) 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.

This change includes: ☐ Additions ☐ Deletions ☐ Both

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

Section 5: Engaging Stakeholders

• Section 8: Recruiting and Retaining High Quality Staff

JOB DESCRIPTIONS

- Include robust qualifications and duties in the position descriptions provided. Provide job descriptions for
 - Bus Drivers
- o Either add the Lead Program Counselor to the budget or remove from the narrative.

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: Universal Orlando (15.75%), Joe R. Lee (18-15.75%), Walt Disney World (15.75%), Spring Creek (15.75%) and Levy Hughes (22%).

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 <i>all grades</i> periodically					
	1.A.3	English Language Arts (ELA)	75% of students will show improvement in ELA grades	Student grades and progress reports will be collected for <i>all students</i> 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 <i>all grades</i> periodically					
	1.B.3	Mathematics	75% of students will show improvement in mathematic grades	Student grades and progress reports will be collected for <i>all students</i> 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 <i>all students</i> 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 <i>all students</i> monthly					
4. Engagement/ Safe and Supportive	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 <i>all students</i> annually					
Relationships	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 <i>all students</i> annually					



FUNDING REQUEST GUIDE										
Prog	ram Name:	Spring Creek Boys & Girls Club 21st Century Community Learning Center								
	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 served for afterschool & summer: 101 from Spring Creek Charter School K-8.



2022-2023 SITE PROFILE

Agency Name	Boys & Girls Clubs of Central Florida		Project Num	ber	48E-2443B-3P00	4
Site Name	Spring Creek Club			Zip Code	32767	
Site Address:	44440 Spring Creek Road		City	Paisley	County	Lake
Site Contact Name:	Niketra Johnson P	hone	352-771-520	4 Email	njohnson@bgcc	f.org

	TARGET SCHOOLS										
	Schoo	ol-wide Inform	nation		# Targ	eted Stud	dents				
School Name	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	w	н		
Spring Creek Charter	K, 1, 2, 3, 4, 5, 6, 7, 8	592	100%	K, 1, 2, 3, 4, 5, 6, 7, 8		101	101				
	•	•		TOTAL		101	101				

							101	AL		01 1	J1		
			BE	FORE SCHOO	OL SITE OPE	RATIONS							
Start Date		End	Date				Total Nun	nber of Sei	vice Days	;			
Non-service days				•						•			
	Monday	Т	uesday	Wed	Inesday	Thu	ırsday	Frie	day	Total	hours of E	efore	
Start Time											ool service		
End Time										t	pical wee	k.	
Hours													
		•	Al	TER SCHOO	L SITE OPER	ATIONS							
Start Date	8/10/2022	End	Date	5/	26/2023		Total Numb	er of Servi	ce Days		180		
Non-service days		22, 10/07/22, 11/ 5/22, 12/27/22, 1										,	
	Monday		uesday	Wed	nesday		rsday	Frid	_	Tota	I hours of	After	
Start Time	3:25 pm	3	:25 pm	2:2	25 pm	3:2	5 pm	3:25	pm		ool service		
End Time	6:00 pm	6	:00 pm	6:0	00 pm	6:0	0 pm	6:00	pm	t	typical week.		
Hours	2.6		2.6		3.6	2	6	2.	6		14		
Early Release Dates						Total Sei	vice Days		Hours/Day				
		,	WEEKEND, H	OLIDAY, SCI	HOOL BREAK	SITE OPER	ATIONS						
Service days													
	Holiday	/s/Break	Total number	er of Holiday	γ,		S	aturday					
Start Time			School Break service			!				_	tal numbe end servic		
End Time			da	ıys.	End Time				week	e uays.			
Hours					Hours								
				SUMMER S	SITE OPERAT	IONS							
Start Date	6/05/2023	End	Date	7/	28/2023		Total Numb	er of Servi		38			
Non-service days	6/19/23, 7/04/2	.3											
	Monday	Tuesday	W	ednesday	Thur	day	Friday	Sa	turday	Total	າours of Sເ	ımmer	
Start Time	8:30 am	8:30 am		8:30 am	8:30	am	8:30 am			serv	ices per ty	pical	
End Time	5:30 pm	5:30 pm	Į,	5:30 pm	5:30		5:30 pm				week.		
Hours	9	9		9	9		9				45		
			AD	ULT FAMILY	MEMBER S	ERVICES							
Describe Frequency, D Dosage:	Ouration, and	(1) 21st CCLC Program Orientation & Information Session (August) 1 Session ; (2) 21st CCLC Open House (September) 1 Sessi (3) Take the Bull by the Horns- How to Support Academic & Behavioral Progress in Students- Progress Report Data (September)											
Total Number of Sessi	ions		10	Т	otal Numbe	of Adult Fa	mily Members	Served		3	5		
				STUDENT/	TEACHER R	ATIO							
Academic Ratio			2:17	Po	ersonal Enri	hment Rati	o			1::	20		
		1		I					<u> </u>				



This **Program Team Member** agreement is coordinated in anticipation of the awarded 21st CCLC Grant for the Universal Orlando Foundation Branch 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 of **Joe R. Lee 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.

В																		

Program Name: Spring Creek Charter 21st CCLC Afterschool Program

Contact Person: Niketra Johnson Position: Senior Project Director

Mailing Address: 400 B Ruffel Street Eatonville, 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: Lake County Public Schools

Administrative Contact Person: Administrator Contact Title:

Cindy Patterson, Ed. S.

Lake County Schools, Administrative Coordinator,

Behavior Supports & Alternative Placements

Email Address

pattersonc@lake.k12.fl.us

Office Phone:

352-253-6614

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.
- O **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.
- O 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.
- o **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.
- o Other:

Selected Area(s) of Function:

1) Student Development/Citizenship; 2) Support Families in Need

Signature of Program Team Member:

Date: 3-3-23





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for a period of 4 years . The plan highlights significant areas of	of contribution planned as a result of the partnership, and is
subject to change as needs, conditions and opportunities arise	BS of CENTRAL FLORIDA
Program Name: Spring Creek Club 21st CCLC After School Program	
Contact Person: Niketra Johnson	Position: Senior Project Director
Mailing Address: 44440 Spring Creek Road Paisley, Florida	Website Address: https://www.bgccf.org/
Phone: 407 252 6560 Office: 407-841-6588	Email: njohnson@bgccf.org
PROGRAM TEAM MEI	WBER INFORMATION
Name of Program Team Member Organization:	Spring Creek Charles
Administrative Contact Person:	Administrator contact litle:
Wesley Locke	Principal
Email Address Ockewe Jake. KIZ. FL	. US
Office Phone: (352) (669-3275	
Program Team Plan (The community pa	rtner will perform 1 or more of the following activities) n data collection information for tiered academic services that
tutor, provide technical expertise, display student winformation for Tiered academic services. Student Development/Citizenship – Provide ongoin that includes referral and school suspension data, Mistudent led efforts, service learning; school committed school cleanup, enhance the library or school environable. College/Career Readiness – Offer job shadowing, in supplies. Extended learning opportunities on site and Student Incentives/Motivation – Sponsor contests and of term/year student recognition programs, acade school	ternships, site visits, career fair or career day, career materials and d or off site. in writing, art, math, science, etc., support student of the month or ademic allstar program, create student scholarship program. old rive, food drives and or food bank access, afterschool s, shoes drives. Mental Health supports and services. chers to inhouse training, seminars, provide job shadowing for
Selected Area(s) of Function:) Pate: 5/18/22
Signature of Program Team Member:	Date: J/189/90





This **Program Team Member** agreement is coordinated in anticipation of the awarded 21st CCLC Grant for the Universal Orlando Foundation Branch 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 of **Spring Creek Charter.** 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.

subject to change as needs, conditions and opportunities arise.
BOYS & GIRLS CLUBS of CENTRAL FLORIDA
Program Name: Spring Creek Club 21st CCLC After School Program
Contact Person: Niketra Johnson Position: Senior Project Director
Mailing Address: 44440 Spring Creek Road Paisley, Florida Website Address: https://www.bgccf.org/
Phone: 407 252 6560 Office: 407-841-6588 Email: <u>njohnson@bgccf.org</u>
PROGRAM TEAM MEMBER INFORMATION
Name of Program Team Member Organization: Spring Creek Charter
Administrative Contact Person: Administrator Contact Title:
Pega, Holland Teacher
Email Address P7
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 academicservices 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:**
Signature of Program Team Member: Teggy Holland Date: 5/19/22





This **Program Team Member** agreement is coordinated in anticipation of the awarded 21st CCLC Grant for the Universal Orlando Foundation Branch 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 of **Spring Creek Charter.** 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.

subject to change as needs, conditions and opportunities arise	
BOYS & GIRLS CLUI	BS of CENTRAL FLORIDA
Program Name: Spring Creek Club 21st CCLC After School Program	
Contact Person: Niketra Johnson	Position: Senior Project Director
Mailing Address: 44440 Spring Creek Road Paisley, Florida	Website Address: https://www.bgccf.org/
Phone: 407 252 6560 Office: 407-841-6588	Email: njohnson@bgccf.org
PROGRAM TEAM MEI	VIBER INFORMATION
Name of Program Team Member Organization:	
Administrative Contact Person:	Administrator Contact Title:
Neil Oran	Parent
Email Address	
Office Phone: (352) 434-9.836	
Program Team Plan (The community par	rtner will perform 1 or more of the following activities)
 includes iReady, Performance Matters, Teacher Base tutor, provide technical expertise, display student we information for Tiered academic services. Student Development/Citizenship – Provide ongoin that includes referral and school suspension data, M student led efforts, service learning; school committe school cleanup, enhance the library or school enviro College/Career Readiness – Offer job shadowing, in supplies. Extended learning opportunities on site and Student Incentives/Motivation – Sponsor contests if end of term/year student recognition programs, acadendor for supplies in Need – examples: back to school scholarships, offer dental or vision services, clothing Teacher/Staff Support or Recognition Invite teachers, provide food/supplies for recognition or tree 	ternships, site visits, career fair or career day, career materials and d or off site. n writing, art, math, science, etc., support student of the month or demic allstar program, create student scholarship program. old drive, food drives and or food bank access, afterschool s, shoes drives. Mental Health supports and services. thers to inhouse training, seminars, provide job shadowing for
Signature of Program Team Member: Neil brun	Date: 5/19/22
Digitation of Frogram Team Members	





This **Program Team Member** agreement is coordinated in anticipation of the awarded 21st CCLC Grant for the Universal Orlando Foundation Branch 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 of **Spring Creek Charter.** 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.

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subject to change as needs, conditions and opportunities arise. BOYS & GIRLS CLUBS of CENTRAL FLORIDA										
Program Name: Spring Creek Club 21st CCLC After School Prog										
Contact Person: Niketra Johnson	Position: Senior Project Director									
Mailing Address: 44440 Spring Creek Road Paisley, Florida	Website Address: https://www.bgccf.org/									
Phone: 407 252 6560 Office: 407-841-6588	Email: njohnson@bgccf.org									
PROGRAM TEAM MEN	Management (Author Control (Au									
Name of Program Team Member Organization: —	Paisler Library									
Administrative Contact Person:	Administrator Contact Title:									
Elise Rainey	Schior Library Assistant									
Email Address /	'									
Office Phone: (353) (669 - 1001										
	ner will perform 1 or more of the following activities)									
information for Tiered academic services. Student Development/Citizenship – Provide ongoing that includes referral and school suspension data, Me student led efforts, service learning; school committee school cleanup, enhance the library or school environe College/Career Readiness – Offer job shadowing, inte supplies. Extended learning opportunities on site and Student Incentives/Motivation – Sponsor contests in end of term/year student recognition programs, acade Support Families in Need – examples: back to school ascholarships, offer dental or vision services, clothing, so Teacher/Staff Support or Recognition Invite teacher teachers, provide food/supplies for recognition or train	ernships, site visits, career fair or career day, career materials and or off site. writing, art, math, science, etc., support student of the month or emic allstar program, create student scholarship program. drive, food drives and or food bank access, afterschool schoes drives. Mental Health supports and services. ers to inhouse training, seminars, provide job shadowing for									
Selected Area(s) of Function:										
Signature of Program Team Member: Signature of Program Team Member:	Date: 5/1 4 /20									





This **Program Team Member** agreement is coordinated in anticipation of the awarded 21st CCLC Grant for the Spring Creek Branch, 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 t change as needs, conditions and opportunities arise.

BS of CENTRAL FLORIDA
Position: Senior Project Director
Website Address: https://www.bgccf.org/
Email: njohnson@bgccf.org
MBER INFORMATION
SAIL UNIVERSITY
Administrator Contact Title:
Instructional Design Specialist
0 1
rtner will perform 1 or more of the following activities)
in data collection information for tiered academic services that
ed assessment data and or report card data. Read to students,
ork, provided ongoing data collection that serves to provide
g support in collection for support social development of studen
entoring, character education activities, sponsor contests, suppo
ee work, fundraising, create school publications/communication
nment, create parent center, etc.
ernships, site visits, career fair or career day, career materials and a set of site.
d or off site.
n writing, art, math, science, etc., support student of the month ademic allstar program, create student scholarship program.
ol drive, food drives and or food bank access, afterschool
s, shoes drives. Mental Health supports and services.
hers to inhouse training, seminars, provide job shadowing for
raining, establish teacher grant program.
vices that support student health, wellness and physical activitie





3:25-6:00pm MTThF, 2:25-6:00pm W

NITA M. LOWEY 21 ⁵⁷ CENTURY COMMUNITY LEARNING CENTERS F L O R I D A		3:25-4:00pm MTThF 2:25-3:00pm W - Afternoon SNACK & HOMEWORK									
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Digging Deep Interventio	o- ELA Tiered on Program	Roots- Math Tiered Intervention Program		Farm Health and Fitness Program	Farm Health and Fitness Program	STEMs Enrichment Program	Lasson Learning - Homework Time			
4A Accelerated 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 Farm Fitness Outdoor Games	Healthy and Active Lifestyle Class Farm to Table Fresh Cooking Program	Science Farming Vegatables - Gardening	Tier 1 Homework Help			
4A Accelerated Learning After School Staff	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Asst. Tutors	(3) Certified Teacher(s) & (3) Program Tutor Assistant	(3) Certified Teacher(s) & (3) Program Tutor Assistant	21st CCLC Lead Program Counselor	Culinary Classes with Contracted Services West Development& 21st CCLC Program Tutor Assistant	21st CCLC Program with contracted Services from Fleet Farming & 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	Dance Room	Meeting Room			
Kingergarten and First Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm			
Second Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm			
Third Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm			
Fourth Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm			
Fifth-Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm			
TEEN (6-8) Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm			
Early Release Wednesday-All Grade Levels				Homework Hey	/ Day Program 3:00	-4:00pm					

Farming Flex Day Schedule

Personal Enrichment	Literacy Games	Math Games	Agriculture Art	Dream Box	Sow to Sew	Herb Gardening	Smart Moves * Risky Behavior and Decision Making	Flower Gardening
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Board Games 21st CCLC Program Tutor Assistant	Board Games 21st CCLC Program Tutor Assistant	21st CCLC Program Tutor Assistant	Computer Based Programming 21st CCLC Program Tutor Assistant	Sewing Porgram- Contracted Services & 21st CCLC Program Tutor Assistant	4H Program & 21st CCLC Program Tutor Assistant	21st CCLC Program Tutor Assistant	4H Program & 21st CCLC Program Tutor Assistant
Room Locations	Library	Library	Art Room	Computer Room	Stage	Outside	Classroom	Outside
Kingergarten and First Grade	Week 1 & 2	Week 3 & 4	Week 3 & 4 Friday	Week 7 & 8	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 5 & 6 Friday	Week 7 & 8 Friday
	Friday 4:00pm	Friday 4:00pm	4:00pm	Friday 4:00pm	5:00pm	5:00pm	5:00pm	5:00pm
Second Grade	Week 7 & 8	Week 1 & 2	Week 3 & 4 Friday	Week 5 & 6	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 5 & 6 Friday
	Friday 4:00pm	Friday 4:00pm	4:00pm	Friday 4:00pm	5:00pm	5:00pm	5:00pm	5:00pm
Third Grade	Week 5 & 6	Week 7 & 8	Week 1 & 2 Friday	Week 3 & 4	Week 5 & 6 Friday	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday
	Friday 4:00pm	Friday 4:00pm	4:00pm	Friday 4:00pm	5:00pm	5:00pm	5:00pm	5:00pm
Fourth Grade	Week 1 & 2	Week 3 & 4	Week 5 & 6 Friday	Week 7 & 8	Week I & 2 Friday	Week 3 & 4 Friday	Week 3 & 4 Friday	Week 7 & 8 Friday
	Friday 5:00pm	Friday 5:00pm	5:00pm	Friday 5:00pm	4:00pm	4:00pm	4:00pm	4:00pm
Fifth-Grade	Week 7 & 8	Week 1 & 2	Week 3 & 4 Friday	Week 5 & 6	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 5 & 6 Friday
	Friday 5:00pm	Friday 5:00pm	5:00pm	Friday 5:00pm	4:00pm	4:00pm	4:00pm	4:00pm
TEEN (6-8) Grade	Week 5 & 6	Week 7 & 8	Week 1 & 2	Week 3 & 4	Week 5 & 6 Friday	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday
	Friday 5:00pm	Friday 5:00pm	Friday 5:00pm	Friday 5:00pm	4:00pm	4:00pm	4:00pm	4:00pm

Evening Dismissal 6:00pm





3:25-6:00pm MTThF, 2:25-6:00pm W

	3.23 0.00pm W										
NITA M. LOWEY 21 ST CENTUR COMMUNITY LEARNING CENTER F L O R I D A	RY RS	3:2	5-4:00pm MTT	hF 2:25-3:00	pm W - Afternoo	on SNACK & HC	MEWORK				
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Digging Dee Interventio	p- ELA Tiered on Program	Roots- Math Tiered Intervention Program		Farm Health and Fitness Program	Farm Health and Fitness Program	STEMs Enrichment Program	Lasson Learning - Homework Time			
4A Accelerated 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 Farm Fitness Outdoor Games	Healthy and Active Lifestyle Class Healthy Habits BGCA Programming	Science Food Chains Plant, Soil Rock and Life Cycles	Tier 1 Homework Help			
4A Accelerated Learning After School Staff	(3) Certified Teacher(s) & (3) Program Tutor Assistant	21st CCLC Lead Program Counselor	Culinary Classes with Contracted Services West Development& 21st CCLC Program Tutor Assistant	21st CCLC Program with contracted Services STREAMline Learning & Porgram 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	Dance Room	Meeting Room			
Kingergarten and First Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm			
Second Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm			
Third Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm			
Fourth Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm			
Fifth-Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm			
TEEN (6-8) Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm			
Early Release Wednesday-All Grade Levels				Homework H	ley Day Program 3:00	1-4:00pm					
			Farming	Flex Day	/ Schedule						
Personal Enrichment	Literacy Games	Math Games	Agriculture Art	Dream Box	Livestock Learning	Herb Gardening	Smart Moves * Risky Behavior and Decision Making	Flower Gardening			
1st Rotation 4:00-5:00pm	Board Games 21st	Board Games 21st	21st CCLC Program Tutor	Computer Based	4H Program & 21st CCI C	4H Program & CCLC	21st CCLC Program Tutor	4H Porgram & 21st			

Personal Enrichment	Literacy Games	Math Games	Agriculture Art	Dream Box	Livestock Learning	Herb Gardening	Smart Moves * Risky Behavior and Decision Making	Flower Gardening
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Board Games 21st CCLC Program Tutor Assistant	Board Games 21st CCLC Program Tutor Assistant	21st CCLC Program Tutor Assistant	Computer Based Programming 21st CCLC Program Tutor Assistant	4H Program & 21st CCLC Program Assistant	4H Program & CCLC Program Tutor Assistant	21st CCLC Program Tutor Assistant	4H Porgram & 21st CCLC Prgram Tutor Assistant
Room Locations	Library	Library	Art Room	Computer Room	Stage	Outside	Classroom	Outside
Kingergarten and First Grade	Week 1 & 2	Week 3 & 4	Week 3 & 4 Friday	Week 7 & 8	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 5 & 6 Friday	Week 7 & 8 Friday
	Friday 4:00pm	Friday 4:00pm	4:00pm	Friday 4:00pm	5:00pm	5:00pm	5:00pm	5:00pm
Second Grade	Week 7 & 8	Week 1 & 2	Week 3 & 4 Friday	Week 5 & 6	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 5 & 6 Friday
	Friday 4:00pm	Friday 4:00pm	4:00pm	Friday 4:00pm	5:00pm	5:00pm	5:00pm	5:00pm
Third Grade	Week 5 & 6	Week 7 & 8	Week 1 & 2 Friday	Week 3 & 4	Week 5 & 6 Friday	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday
	Friday 4:00pm	Friday 4:00pm	4:00pm	Friday 4:00pm	5:00pm	5:00pm	5:00pm	5:00pm
Fourth Grade	Week 1 & 2	Week 3 & 4	Week 5 & 6 Friday	Week 7 & 8	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 3 & 4 Friday	Week 7 & 8 Friday
	Friday 5:00pm	Friday 5:00pm	5:00pm	Friday 5:00pm	4:00pm	4:00pm	4:00pm	4:00pm
Fifth-Grade	Week 7 & 8	Week 1 & 2	Week 3 & 4 Friday	Week 5 & 6	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday	Week 5 & 6 Friday
	Friday 5:00pm	Friday 5:00pm	5:00pm	Friday 5:00pm	4:00pm	4:00pm	4:00pm	4:00pm
TEEN (6-8) Grade	Week 5 & 6	Week 7 & 8	Week 1 & 2	Week 3 & 4	Week 5 & 6 Friday	Week 7 & 8 Friday	Week 1 & 2 Friday	Week 3 & 4 Friday
	Friday 5:00pm	Friday 5:00pm	Friday 5:00pm	Friday 5:00pm	4:00pm	4:00pm	4:00pm	4:00pm

Evening Dismissal 6:00pm





3:25-6:00pm MTThF, 2:25-6:00pm W

NITA M. LOWEY 21ST CENTUR COMMUNITY LEARNING CENTER F L O R I D A	Y S	3:25-4:00pm MTThF 2:25-3:00pm W - Afternoon SNACK & HOMEWORK									
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Digging Deep Intervention	o- ELA Tiered on Program	Roots- Math Tiered Intervention Program		Farm Health and Fitness Program	Farm Health and Fitness Program	STEMs Enrichment Program	Lasson Learning - Homework Time			
4A Accelerated 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 Corn Hole Games & Touraments	Healthy and Active Lifestyle Class Farm to Table Fresh Cooking Program	Science Farming Herbs, Vegatables and Fruit	Tier 1 Homework Help			
4A Accelerated Learning After School Staff	(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	Culinary Classes with Contracted Services West Development& 21st CCLC Program Tutor Assistant	21st CCLC Program with contracted Services from Fleet Farming & 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	Dance Room				
Kingergarten and First Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm			
Second Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm			
Third Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm			
Fourth Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm			
Fifth-Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm			
TEEN (6-8) Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm Thursday 5:00pm Wednesday 4:00pm Thursday 4:00pm Monday 4:00pm Tuesday 4:00pm								
Early Release Wednesday-All Grade Levels				Homework	Hey Day Program 3:0	00-4:00pm					

Farming Flex Day Schedule

Personal Enrichment	Literacy Games	Math Games	Agriculture Art	Dream Box	Sow to Sew	Herb Gardening	Smart Moves * Risky Behavior and Decision Making	Flower Gardening		
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Academic Enrichment Board Games 21st CCLC Program Tutor Assistant	Academic Enrichment Board Games 21st CCLC Program Tutor Assistant	Academic Enrichment 1st CCLC Program Tutor Assistant	Academic Enrichment Computer Based Programming 21st CCLC Program Tutor Assistant	Academic Enrichment Sewing Porgram- Contracted Services	Academic Enrichment- 4H Porgram CCLC Program Tutor Assistant	Academic Enrichment 21st CCLC Program Tutor Assistant	Academic Enrichment with 4H Porgram & Assistant		
Room Locations	Library	Library	Art Room	Computer Room	Stage	Outside	Classroom	Outside		
Kingergarten and First Grade	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm		
Second Grade	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 5 & 6 Friday 4:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm		
Third Grade	Week 5 & 6 Friday 4:00pm	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm		
Fourth Grade	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm	Week I & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 7 & 8 Friday 4:00pm		
Fifth-Grade	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 4:00pm	Week I & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 5 & 6 Friday 4:00pm		
TEEN (6-8) Grade	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 4:00pm	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm		
	Evenina Dismissal 6:00pm									

Early Release Wednesday-All Grade Levels





3:25-6:00pm MTThF, 2:25-6:00pm W

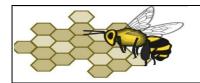
3:25-4:00pm MTThF 2:25-3:00pm W - Afternoon SNACK & HOMEWORK										
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm		p- ELA Tiered on Program	Roots- Math Tiered Intervention Program		Farm Health and Fitness Program	Farm Health and Fitness Program	STEMs Enrichment Program	Lesson Learning - Homework Time		
4A Accelerated 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 Line Dancing	Healthy and Active Lifestyle Class Healthy Habits BGCA Programming	Ari-Science LABS	Tier 1 Homework Help		
4A Accelerated Learning After School Staff	(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	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	Dance Room			
Kindergarten and First Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm		
Second Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm		
Third Grade	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 5:00pm	Tuesday 5:00pm		
Fourth Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm	Thursday 4:00pm		
Fifth-Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm	Wednesday 4:00pm		
TEEN (6-8) Grade	Monday 5:00pm	Tuesday 5:00pm	Wednesday 5:00pm	Thursday 5:00pm	Wednesday 4:00pm	Thursday 4:00pm	Monday 4:00pm	Tuesday 4:00pm		

Farming Flex Day Schedule

Homework Hey Day Program 3:00-4:00pm

Personal Enrichment	Literacy Games	Math Games	Agriculture Art	Dream Box	Sow to Sew	Herb Gardening	Smart Moves * Risky Behavior and Decision Making	Flower Gardening
1st Rotation 4:00-5:00pm 2nd Rotation 5:00-6:00pm	Board Games 21st CCLC Program Tutor Assistant	Board Games 21st CCLC Program Tutor Assistant	21st CCLC Program Tutor Assistant	Computer Based Programming 21st CCLC Program Tutor Assistant	Sewing Program- Contracted Services & 21st CCLC Program Tutor Assistant	4H Program & 21st CCLC Program Tutor Assistant	21st CCLC Program Tutor Assistant	4H Program & 21st CCLC Program Tutor Assistant
Room Locations	Library	Library	Art Room	Computer Room	Stage	Outside	Classroom	Outside
Kindergarten and First Grade	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm
Second Grade	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 5 & 6 Friday 4:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm
Third Grade	Week 5 & 6 Friday 4:00pm	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm
Fourth Grade	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 7 & 8 Friday 4:00pm
Fifth-Grade	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 4:00pm	Week I & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm	Week 5 & 6 Friday 4:00pm
TEEN (6-8) Grade	Week 5 & 6 Friday 5:00pm	Week 7 & 8 Friday 5:00pm	Week 1 & 2 Friday 5:00pm	Week 3 & 4 Friday 5:00pm	Week 5 & 6 Friday 4:00pm	Week 7 & 8 Friday 4:00pm	Week 1 & 2 Friday 4:00pm	Week 3 & 4 Friday 4:00pm

Evening Dismissal 6:00pm



SpringCreek Club





June 5th - July 28th 2023 Monday-Friday 8:30am-5:30pm

Daily 8:30-9:00am Breakfast

			Monday - Thursday	Schedule 8:30-3:30)pm		
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	Academic 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	Academic Enrichment 1	Academic Enrichment 2	LUNCH	Outside Enrichment	Math tier 1	r 2 and 3 Math and tier 3 Readi
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	Academic Enrichment 1	LUNCH	Outside Enrichment	Math tier 1	r 2 and 3 Math and tier 3 Readi
4th & 5th 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	Academic Enrichment 2	Reading tier 2	LUNCH	Outside Enrichment	Math tier 1-3 Reading tier	Academic Enrichment 1
Teens							
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 a	ding tier 2 Math tier 1 an	Academic Enrichment 1	tier 3 Math and Reading
			Worker B	ee Summer!			
		Daily 3:30-4	1:15pm After	noon Assen	nbly & SNAC	K	
Monday & Friday	4:15-5:30pm	Tuesday 4:1		Wednesday 4		1	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
Bee Farm	4/5th Grade	Bee Farm	3rd Grade	Bee Farm	2nd Grade	Bee Farm	K/1st Grade
			Friday Schedu	ıle 8:30-3:30pr	n		
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	Spelling Bee	Read Aloud	LUNCH	Outside Enrichment	Smart Moves	Math Bee	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	Spelling Bee	LUNCH	Outside Enrichment	Computer Lab	Math Bee	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	Spelling Bee	Math Bee	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	Spelling Bee	LUNCH	Outside Enrichment	Math Bee	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	Spelling Bee	Read Aloud	LUNCH	Outside Enrichment	Smart Moves	Math Bee
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	Spelling Bee	Read Aloud/Smart Moves	Outside Enrichment	LUNCH	Computer Lab/Smart Moves	Math Bee	Smart Moves



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



Agency Name: Boys & Gir	is Clubs of Cen	tral Florida	Program Name: Spring	Program Name: Spring Creek Branch 21st CCLC Program					
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment				
Lake County Schools	SD	In-kind	Established data sharing agreement with BGCCF to provide: 1)21st CCLC required data for students using anonymous identifiers with written parent approval; 2) Collaboration with school staff/principal concerning student needs.	Access to appropriate student data for purposes of 21st CCLC grant reporting.	Yes				
Spring Creek Charter K-8	CS	In-kind	SCCS will provide school/student data for assessment/monitoring, such I- Ready Diagnostic Reports, Report Cards, Progress Reports.	Access to appropriate student data for purposes of 21st CCLC grant reporting. Increasing Academic Achievement					
			SCCS will provide facilities: 2 classrooms, Computer Lab, Athletic Field, Court Area, Cafeteria/Lunchroom, ELC Office/Closet, Stage Area, Covered Dome Area, CCTV Production, 4-H Kitchen, Library, Teachers' Lounge, Restrooms.	Increasing Social Skills Development Alignment with School Day Instruction Alignment with FSA Standards	Yes				
			SCCS will provide hot breakfasts and snacks at no cost to program. SCCS will provide field trip/summer transportation.	Access to kitchen facilities for required provision of hot meal to all 21st CCLC Access to kitchen facilities to help youth learn about healthy eating habits					
				Access to physical fitness facilities to help youth					

				improve personal fitness & develop healthy lifestyles	
First Baptist Church of Astor	CBO	Non-Monetary	Church will offer space within Church building free of charge for 21st CCLC related projects such as Math Night, Reading Night and Science Night.	Increasing Academic Achievement Increasing Parental Engagement	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. These services are offered to us at a reduced rate with an in-kind contribution.	Increase knowledge of healthy lifestyles behaviors Reinforcing Health & Nutrition	Yes
Brand Name Athletes (BNA)	СВО	Discounted Services	Will provide Farmland Fitness Classes and education program to 21st CCLC students. Health & Fitness focused. Services provided at a discount with all supplies and materials included in program cost. Services provided at a discount with all supplies and materials included in program cost.	Reinforcing health & fitness Increasing social skills development using team sports environment	Yes

IFAS/4H	FBO	Non- Monetary	4H will provide Livestock Learning Classes, with hands- on projects including science, health, agriculture, and civic engagement. They have operated a program for middle school students at Spring Creek Charter for 6 years. They will expand their program to include grades 3-5. Services provided at a discount with all supplies and materials included in program cost.	Reinforcing Health & Nutrition Reinforcing Good Character & Leadership Skills	Yes
Kiwanis Club	СВО	Non- Monetary	Will provide volunteers to teach students about character and leadership skills, civic engagement.	Reinforcing Good Character & Leadership Skills, Volunteerism	Yes
Tammy Speed- Hefner, MSW Educational Leadership	FPO	In-kind	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. Will also provide 2 Mental Health Counseling workshops to Club's 21st CCLC parents.	Alignment with socioemotional learning objectives Increasing Social Skills Development	Yes
Erica A. Williams Mathematics Curriculum Specialist	FPO	Discounted Services	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.	Directly Increasing Quality of Student Programming Increasing Academic Achievement	Yes

Fleet Farming/IDEAS for Us	СВО		Discour Service		with all supplies and materials included in hourly rate. Will provide Gardening classes to 21 st CCLC students, teaching students how to grow fruits, vegetables, and other types of gardens (herbs, flowers, rocks, moss). Services provided at a discount, with all supplies and materials included in hourly rate.	Increase knowledge of healthy lifestyles behaviors Reinforcing Health & Nutrition	Yes
Full Sail University, Dr. Holly Ludgate	FPO	Discou Se	unted ervices	spec sess Tech Instr Enric	Sail will be providing four (4) ialized professional development ions on the topic of Advance inclosed for Literacy & Mathouction Implementation & chment Outcomes. The are offering us these services discounted rate.	Professional Development of 21 st CCLC Teachers Directly Increasing Quality of Student Programming	Yes
STREAMline Learning	CBO	-	ecounted ervices	STEI stude Sum Servi	provide in-person Science and M lab instruction to 21st CCLC ents in Quarters 2 & 4 and during mer. ices provided at a discount, with applies and materials included in ly rate.	Directly Increasing Quality of Student Programming Increasing Academic Achievement Increasing knowledge of STEM and STEAM subjects	f Yes

Crystal Taylor, Realtor	FPO	Discounted Services	Will provide one (1) Adult Family Member activity titled Credit and Homeownership Informational. These services are offered to us at a reduced rate with an in-kind contribution.	Increasing Parental Engagement Increasing Adult Family Member real-world knowledge	Yes
Tara Boddie, Central Healthcare & Consulting	FPO	Services	Will provide specialized staff development training for Boys & Girls Clubs of Central Florida Clubs' 21st CCLC staff, centered on educational approaches Staff Training on Fostering Positive and Meaningful Relationships with our afterschool students, four professional development workshops with 21st CCLC staff.	Directly Increasing Quality of Student Programming Increasing Academic Achievement Increasing knowledge of educational approaches and intervention services for underperforming students	Yes



201 West Burleigh Boulevard · Tavares · FL 32778-2496 (352) 253-6500 · Fax: (352) 253-6503 · www.lake.k12.fl.us

Superintendent: Diane S. Kornegay, M.Ed.

School Board Members:
District 1
Bill Mathias
District 2
Kristi Burns, Ph.D.
District 3
Marc Dodd
District 4
Mollie Cunningham
District 5
Stephanie Luke

April 27, 2022

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

Dear Ms. Berry,

On behalf of Lake County Schools, please accept this letter in support of the 21st CCLC grant proposal written for Spring Creek Charter School K-8 by Boys & Girls Clubs of Central Florida. Lake County Schools are committed to working with this project to provide high-impact afterschool programming aligned with state standards for students at Spring Creek Charter School in Paisley, Florida.

It is our understanding that services will begin for the 2022-23 school year upon approval of this grant. As part of our commitment, when requested, we will provide BGCCF with the following:

- Data retrieval for students per student using anonymous identifiers and as needed for data submission for the 21st Century Grant. (The school will provide data that does not violate FERPA and that has been given specific written parent approval.)
- Collaboration with the school staff and principal concerning student needs at times that are convenient for the specific classroom teachers

Students will receive direct service from Florida certified teachers and paraprofessionals/tutors. Enrolled students will receive homework assistance, literacy/reading instruction, math, science, and social skills instruction, all centered around project-based learning. We acknowledge the goals of the 21st Century grant and support Boys & Girls Clubs' efforts to help:

- Improve English Language Arts, Math & Science academic performance:
- · Improve decision-making skills;
- Improve health and nutrition; and
- Improve parenting skills of adult family members of 21st CCLC students.

Diane Kornegay, M.Ed.

Superintendent

Spring Creek Charter School

Pre-K thru 8th Grade Principal - Wesley Locke 44440 Spring Creek Road Paisley, Florida 32767 (352) 669-3275 Fax (352) 669-3764

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

May, 2, 2022

Dear Ms. Berry:

Please accept this letter as support for Boys & Girls Clubs of Central Florida's 21st Century grant application. On behalf of Spring Creek Charter School, I would like to express our enthusiasm for their ability to deliver high quality afterschool programming. For the last five years, we have worked side by side, co-located on the campus of our K-8 charter school. We are committed to working with their project to continue providing these services to the rural communities served by Spring Creek Charter School in Paisley, Florida.

The 21st Century grant provides an afterschool program that allows our students to get extra help and assistance with homework from qualified individuals; teaches them skills that will help them to be model students in school and out of school, and it empowers them with the knowledge to become productive citizens.

BGCCF's 21st CCLC program will address the following objectives for participating students:

- · improve ELA, Math and Science performance;
- · improve decision-making skills;
- · improve health, nutrition, and increase engagement of adult family members.

BGCCF will be responsible for providing the youth development staff; program curriculum, materials, supplies and equipment; and sustain daily operating costs of running the afterschool program.

To help ensure program success, Spring Creek Charter School (K-8) will provide the following:

· School and student data for assessment and monitoring, such as STAR Reading and Math Diagnostic Reports, Report Cards and Progress Reports for any student allocated to the grant.

Spring Creek Charter School

- · Provide field trip, after school, and summer transportation (as needed) at the rate of \$3.50/mile (includes gas and maintenance), and a separate bus driver rate of \$19/hour.
- Offer facility use of following agreed upon program spaces within the school facility, at a mutually agreed upon fee to cover electricity usage: three classrooms, Computer Lab, Athletic Field, Court area, Cafeteria/Lunchroom, ELC Office/closet, Stage Area, Covered Dome Area, Playground, 4-H Kitchen, Library, Teachers' Lounge, and Restrooms.

Sincerely,

Wesley G. Locke, Principal/CEO

Spring Creek Charter School K-8

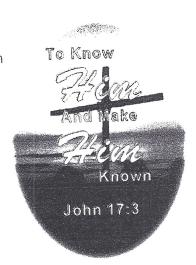
First Baptist Church of Astor

24731 Ann Street Astor, FL 32102 352-759-2135 FAX 352-759-3899

Pastor: Terry Holland Ministry Assistant: Kay Sharon Urban

April 27, 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 Spring Creek Charter School in Paisley, Florida.

I have seen the positive impact that their programs have made on the children of our community. We are please to work in partnership with the school and their 21st Century program to provide a space for them to deliver project-based learning opportunities, academic enrichment and other parent outreach events in Astor, Florida. This program provides learning experiences for rural Lake County children who would not otherwise have the opportunities.

We are honored to serve our community by offering a free space at our church for them to meet and offer 21st Century related activities such as Math Night, Reading Night, and Science Night. We look forward to working together with Spring Creek Charter School and BGCCF and their mission of reaching every child in this community to make a positive difference in their lives.

Rev. Lery Les Lellal

Pastor, Terry Holland

First Baptist Church of Astor, Florida



Ms. Niketra Johnson

Project & Service Director

West Development Group is a Culinary Nutrition Consulting & Foodservice Management Company that 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 Club of Central Florida community Spring Creek Boys & Girls Club. 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 @\$85.00 an hour
 Encompasses a full academic development program based on culinary arts and career growth
- 5 hours per week for 10-summer **Academic Culinary Training** course **@\$85.00** an hour Encompasses a full academic development program based on culinary arts and career growth
- **Kitchen Science and Math** program @\$85.00 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 @westdgllc

INFO@westdgllc.com 407-308-5020

Where we are building Culinary Monsters!



March 10, 2023

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 site: **Spring Creek.**

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 tired 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. Learn. Advance Athletic Skill and Ability. Youthful!

It is our intent to collaborate with the **(Spring Creek Club)** to provide a competitive and comprehensive fitness training education program. The basic training program will include farming equipment and tailored activities found on a farm with certified coaches and so much more.

Our services normally cost approximately \$	\$75 an hour	but for this pro	oject we are
willing to partner with BGCCF for a discounted	d rate of \$	\$47.50 an hour	

We are honored to serve by offering a quality fitness training 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



-1--1-1 Youth Development Lake County 1951 Woodlea Rd

> Tavares, FL, 32778 Phone: 352-343-410 I

> > Fa,: 352-3-B-2767

To Whom It May Concern:

I am writing to express Lake County 4-H's support for and declare our intention to participate in the 21st CCLC grant, proposed by the Boys and Girls Club of Central Florida. Like the Boys and Girls Club, we at Lake County 4-H recognize STEAM and agriculture as a top educational priority to equip young people with the skills they need to succeed in life. We are eager to collaborate with BGC 215t CCLC Teachers and Staff with Lake County 4-H.

In serving Lake County, 4-H provides hands-on learning activities to promote lifelong learning to youth, ages 5-18. We are committed to addressing our nation's critical challenge to improve STEAM literacy, increasing the number of students seeking postsecondary education in STEAM, and increasing the number of young adults pursuing careers in STEAM fields. 4-H programs provide 4-H youth the opportunity to learn about Science, Technology, Engineering, Art, and Math (STEAM) through fun, hands-on activities, and projects.

Lake County 4-H will provide trainings and workshops for the 21st CCLC Teachers and Staff at the Boys and Girls Club Central Florida on educational gardens and local agricultural commodities. We will help youth within this program gain essential life skills that will help them become productive, responsible citizens. Our discounted rate for Livestock Learning Classes is \$90 an hour. Lake County 4-H will have a positive impact on the BGC students who are at risk and underserved as it is our mission to create positive changes in youth, families, and communities. We look forward to this opportunity to collaborate.

Thank you,

Dallas A. Meringolo UF/IFAS Extension

Lake County
Extension Agent I

4-H/Youth Development



aceas A. Mermgolo



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 Spring Creek Charter School in Paisley, Florida.

We have worked with the school and afterschool program there for 5 years. During that time, we 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 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 Spring Creek Charter School's 21st Century program and will continue to assist, either through volunteering or financial donations.

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,

Geoff Presson

Umatilla Kiwanis Club

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 Spring Creek Club in Paisley, Florida located in Lake County.

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 tired 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 Spring Creek Charter 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

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 Spring Creek Charter. 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 tired 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 though 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 Spring Creek Charter 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



5/10/2022

Alexander Lopez

Director of Eco-Services
IDEAS For Us
1030 W Kaley St, Orlando, FL 32805

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: Joe R. Lee and Spring Creek Charter.

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 tired 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.

Currently we work with the Boys & Girls Clubs of Central Florida to provide gardening classes where students can be freed from the indoor spaces they are so often cooped up in. The students love exploring all the plants and having the chance to connect with nature and the earth. They also are learning valuable lessons, learning how to grow food and making them more self-sufficient with their food. Some of the students love to grow flowers and watch the bees drink their nectar while others enjoy picking and eating fruits and veggies that they've grown in the garden.

It is our intent to collaborate with the **Spring Creek Charter Branch** to provide Gardening Classes.

Our services normally cost approximately \$100/hr but for this project we are willing to partner with BGCCF for a discounted rate of \$62.50/hr.

We are honored to serve by offering Gardening Classes. 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,

Alexander Lopez

IDEAS For Us

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 Spring Creek Charter 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 Spring Creek Charter 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: <u>Student Development</u>, <u>Teacher/Staff Development</u>, <u>Parent Education</u> 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

Nicole Horton-Harris

Executive Chairman

+1 (407) 543-2893

support@StreamlineLearning.org

www.StreamlineLearning.org



To Whom It May Concern:

It is with great enthusiasm that STREAMline Learning provides 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 Spring Creek Charter Branch.

The Boys and Girls Club of Central Florida has provided pioneering programming that has made an extraordinary 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 Spring Creek Charter Branch to provide STEM Lab experiences for all of the children they serve. Our services include all materials and normally cost \$125 per class, but for this project, we are willing to partner with BGCCF for a discounted rate of \$80 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 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 Spring Creek Charter 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: **Spring Creek Charter**

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

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: Spring Creek Charter

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 tired 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 Spring Creek Charter 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.

7ara Boddie

Sincerély

Central Healthcare & Consulting Agency

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
- 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.

Project Director -	21 St C	entury
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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

TITLE:	21 st 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.

August 2005

Site Coordinator

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.

August 2005

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

August 2005

TITLE: Grant Accountant

PERFORMANCE

PROFILE SOURCE: Management Professional

DEPARTMENT: Finance

REPORTS TO: Chief Finance Officer

 $oxed{oxed}$ Exempt ho 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.

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:			
<u></u>	Human Resource Professional	Date	

TITLE:	Lea	Lead Program Counselor – 21st Century					
PERFORMANCE PROFILE SOURCE:	Yo	uth Development Professiona	ıl				
DEPARTMENT:	Op	erations					
REPORTS TO:	Se	nior Project Director or Servic	e Directo	or			
		Exempt	$\overline{\mathbf{V}}$	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.

Approved by:	Supervisor	Date
	Employee	Date

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

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.

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: 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.

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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 <u>Assisting Students Struggling with Mathematics</u>: <u>Intervention in the Elementary Grades</u> (Tier 1 Intervention) educator's guide. Williams holds her Master's in Special Education, with specialist degree in Curriculum & Instruction Management.

<u>Dream Box Math Student Software Registration & Professional Development Calendar</u>

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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

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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

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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.

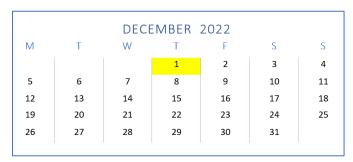
Fostering Positive and Meaningful Relationships with Your Afterschool Students

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.

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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.



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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.

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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. - Spring Creek Club
48E-2443B-3P004
23B030

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FUNCTION	ОВЈЕСТ	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUN	Т	% 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 Senior 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: • 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-Hughs Club (Cohort 18). \$2,795.31/pay period x 26 periods x 10% = \$7,268 2% Administrative = \$145	0.10		.268	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/month x 12 months x 10% = \$708 2% Administration = \$14		\$	708	100%			
	61020	Fringe Benefits: Senior Project Director - Retirement BGCCF offers 7% of salary base contribution to all employees after one year of employment. \$7,268 x 7% = \$509 2% Administration = \$10		\$	509	100%			

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FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION		AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	DOE USE ONLY
	61090	Fringe Benefits: Senior Project Director - Worker's Compensation Calculated at .87% of salaries. \$7,268 \times .87% = \$63		\$	63	100%			
		2% Administration = \$1							
	61200	Fringe Benefits: Senior Project Director - FICA Calculated at 7.65% of salaries		\$	556	100%			
		\$7,268 x 7.65% = \$556 2% Administration = \$11							
	60010	FT Salaries: 21st CCLC Site Coordinator The Site Coordinator is responsible for leading, implementing, and coordinating the Spring Creek 21st CCLC Program. Responsibilities will include: • Manage/lead 21st CCLC staff to ensure fulfilling all program related duties. • Create & maintain safe environment for children and adults within the program space. • Communicate with parents & school personnel regarding student behavior. • Supervise teachers to ensure all student testing data is collected and program reports are completed, while also meeting grant requirements. • Complete monthly deliverables and helping programs meet grant objectives. • Implement activities that inspire participation. • Create plans of action when solving problems and for program improvement. • Assist Senior Project Director in developing lesson plans/activities • Collaborate with community, partnerships & target schools for the Program Team. Afterschool: \$22/hr x 6 hrs x 180 days = \$23,760 Summer: \$22/hr x 6 hrs x 38 days = \$5,016	0.63	\$ \$	28,776	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/month x 12 months = \$7,080		\$	7,080	100%			
	61020	Fringe Benefits: Site Coordinator - Retirement BGCCF offers 7% of salary base contribution to all employees after one year of employment. $$28,776 \times 7\% = $2,014$		\$	2,014	100%			
	61090	Fringe Benefits: Site Coordinator - Worker's Compensation Calculated at .87% of salaries.		\$	250	100%			
	61200	\$28,776 x.87% = \$250		S	2,201	100%			
	01200	Fringe Benefits: Site Coordinator - FICA Calculated at 7.65% of salaries \$28,776 x 7.65% = \$2,201		2	2,201	100%			
		920,//U X /.U3/0 — \$2,2U1							

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	60010	PT Wages: Lead Program Counselor	0.37	\$	13,824	100%			
		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.							
		A.C							
		Afterschool: \$18/hr x 3 hrs x 180 days = \$9,720 Summer: \$18/hr x 6 hrs x 38 days = \$4,104							
		Summer: \$16/nr x 6 ms x 36 days – \$4,104							
	61090	Fringe Benefits: Lead Program Counselor - Worker's Compensation		s	120	100%			
	01070	Calculated at .87% of salaries.		Ψ	120	10070			
		Calculated at 10770 of Salaries.							
		\$13,824 x .87% = \$120							
	(1200	E' D C I FIG		•	1.050	1000/			
	61200	Fringe Benefits: Lead Program Counselor - FICA Calculated at 7.65% of salaries.		\$	1,058	100%			
		Calculated at 7.65% of salaries.							
		\$13,824 x 7.65% = \$1,058							
	60010	FT Salaries: 21st CCLC Grant Accountant	0.1575	\$	9,639	100%			
		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.							
		remaining 13% of the safary will be covered by BOCCF.							
		Annual salary: \$61,200							
		\$2,353.85/pay period x 26 pay periods x 15.75% = \$9,639							
		100% Administration = \$9,639							
	61020	Fringe Benefits: Grant Accountant - Retirement		\$	675	100%			
		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.							
		00.000 70/ 0077							
		\$9,639 x 7% = \$675							
		100% Administration = \$675							
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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
PONCTION	61010	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 x 12 months x .15.75% = \$1,115 100% Administration = \$1,115	POSITION	\$ 1,115	100%	DOE USE ONLY	DOE USE ONLY	UNLY
	61090	Fringe Benefits: Grant Accountant - Worker's/Unemployment Compensation Calculated at .87% of salaries. \$9,639 x .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: Support Staff 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. Bus Drivers are respsonsible for related transportation services for 21st CCLC studentts both to and from as scheduled afterschool and summer program operational days. / The Bus Driver's primary duties include picking up and dropping off passengers, following a specific timetable while on duty, obeying transit regulations, traffic laws, and safety procedures, and assisting passengers and small children in getting on and off the bus. Program Tutor Assistant (PTA) = \$68,240 Afterschool: 5 staff x 3 hrs x 180 days x \$16/hr = \$43,200 Summer: 5 staff x 8 hrs x 38 days x \$16/hr = \$24,320 Professional Development: 5 staff x 1 hr x 9 days x \$16/hr = \$720 Afterschool/Summer Bus Drivers = \$13,952 2 staff x 2 hrs x \$16/hr x 218 days = \$13,952	2.47	\$ 82,192	100%			n
	61090	Fringe Benefits: Support Staff - Worker's Compensation Calculated at .87% of salaries. \$82,192 x .87% = \$715		\$ 715	100%			
	61200	Fringe Benefits: Support Staff - FICA Calculated at 7.65% of salaries. \$82,192 x 7.65% = \$6,288		\$ 6,288	100%			

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(1) (2) (3) (4) (5) (6) (7) FINCTION OBJECT ACCOUNT TITLE AND NARRATIVE PYT Wages: 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 Hero homework assistance as well as work with parents as needed. Will attend and participate in professional development opportunities. Certified teachers work Monday through Thursday. Spring Creek Lead Teacher = \$17,226 Afterschool: 1 x 3 hrs x 146 days x \$27/hr = \$11,826 Summer: 1 x 6 hrs x 30 days x \$27/hr = \$4,860 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 21st CCLC Certified Teachers = \$41,223 Afterschool: 3 x 2.25 hrs x 146 days x \$26/hr = \$25,623 Summer: 3 x 6 hrs x 30 days x \$26/hr = \$14,040 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	REASONABLE DOE USE ONLY	(9) NECESSARY DOE USE ONLY
FUNCTION OBJECT ACCOUNT TITLE AND NARRATIVE POSITION AMOUNT this PROJECT DOE USE ONLY 60040 PT Wages: 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 Hero homework assistance as well as work with parents as needed. Will attend and participate in professional development opportunities. Certified teachers work Monday through Thursday. Spring Creek Lead Teacher = \$17,226 Afterschool: 1 x 3 hrs x 146 days x \$27/hr = \$11,826 Summer: 1 x 6 hrs x 30 days x \$27/hr = \$243 Adult Family Member Events: 1 x 1 hr x 11 events x \$27/hr = \$297 21st CCLC Certified Teachers = \$41,223 Afterschool: 3 x 2.25 hrs x 146 days x \$26/hr = \$25,623 Summer: 3 x 6 hrs x 30 days x \$26/hr = \$14,040 Staff Development: 3 x 1 hr x 9 days x \$26/hr = \$702		DOE USE
FUNCTION OBJECT ACCOUNT TITLE AND NARRATIVE POSITION AMOUNT this PROJECT DOE USE ONLY 60040 PT Wages: 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 Hero homework assistance as well as work with parents as needed. Will attend and participate in professional development opportunities. Certified teachers work Monday through Thursday. Spring Creek Lead Teacher = \$17,226 Afterschool: 1 x 3 hrs x 146 days x \$27/hr = \$11,826 Summer: 1 x 6 hrs x 30 days x \$27/hr = \$4,860 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 21st CCLC Certified Teachers = \$41,223 Afterschool: 3 x 2.25 hrs x 146 days x \$26/hr = \$25,623 Summer: 3 x 6 hrs x 30 days x \$26/hr = \$14,040 Staff Development: 3 x 1 hr x 9 days x \$26/hr = \$702		
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Addit I affility Ivicinoci Events. 5 X I in X I I events X \$20/in \$\\$050		
61090 Fringe Benefits: Certified Teachers - Worker's Compensation \$ 509 100%		
Calculated at .87% of salaries.		
\$58.449 x .87% = \$509		
61200 Fringe Benefits: Certified Teachers - FICA \$ 4,471 100%		
Calculated at 7.65% of salaries.		
\$58,449 x 7.65% = \$4,471		
64020 Pre-Employment Expenses: Employee Background Screening \$ 1,320 100%		
To pay for Level II background checks and DCF-mandated drug tests for 9 21st CCLC budgeted		
staff & Contractors and 15% allowance (2) for additional background checks needed due to staff		
turnover during grant year.		
14		
14 program staff Level II background checks x \$54.25/person = \$760		
14 program staff DCF-mandated drug tests x \$40/person = \$560		
100% Administration = \$1,320		
67510 Spring Creek Office Supplies \$ 1,800 100%	+	
To purchase consumable office supplies needed for the 21st CCLC Project Director, Club Program		
Director, and Teachers to operate the 21st CCLC program.		
\$150/month x 12 months = \$1,800		
45% Administration = \$810		
67830 Spring Creek Rental Space & Janitorial \$ 16,662 100%	+	
Costs for rental space and janitorial services to accommodate the 21st CCLC program at Spring		
Creek Charter.		
Lease Agreement		
218 days x \$26.43/day = \$5,762		
Janitorial Services		
218 days x \$50/day = \$10,900		

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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	ОВЈЕСТ	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
	64030	Spring Creek Contract Service: Professional Development for 21st CCLC Staff Professional Development for 21st CCLC Staff 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 succes. Staff Training 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 staff members 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		\$ 4,825	100%			
	64030	Spring Creek Contract Service: Adult Family Member Services 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. 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		\$ 1,800	100%			

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(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
	64030	Contract Service: Academic & Physical Fitness Enhancement Activities To provide direct instruction and activities following an established curriculum exclusively to actively participating Spring Creek 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.		\$ 47,075	100%			
		-STEM eduction, Streamline Learning, Afterschool: \$80/hr x 6 hrs x 15 week = \$7,200 -STEM education, Streamline Learning, Summer: \$80/hr x 6 hrs x 15 days = \$7,200 -Culinary Arts, West Development Group, Afterschool: \$85/hr x 6 hrs x 15 weeks = \$7,650 -Culinary Arts, West Development Group, Summer: \$85/hr x 6 hrs x 15 weeks = \$7,650 -Livestock Learning Classes, UF/IFAS 4H, Afterschool: \$90/hr x 6 hrs x 15 weeks = \$8,100 -Farmland Fitness Classes, Brand Name Athletes, Afterschool: \$47.50/hr x 6 hrs x 15 weeks = \$4,275 -Gardening, Fleet Farming, Afterschool: \$62.50/hr x 4 hrs x 20 weeks = \$5,000						
	67540	Tiered Interventions: Curriculum Materials & 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-8 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. Tier 1-3 ELA Interventions Materials and Supplies = \$10.905 Leveled Literacy Intervention Orange System, 2ED Levels A-E = \$3,100 Leveled Literacy Intervention Blue System, 2ED Levels A-E = \$3,650 Leveled Literacy Intervention Blue System, 2ED Levels C-N = \$3,550 LLI Black & White Take-Home Books (up to160 Titles 6-pack of each title): 3 x \$201.67 = \$605 Tier 3 ELA Interventions Materials and Supplies = \$4,910 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 B2 Student Book: 20 x \$62.16 = \$1,243 Corrective Reading Decoding Level B2 Decoding Book: 20 x \$18.56 = \$371 Corrective		\$ 21,479	100%			

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(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
		Tier 1 & 2 Math Intervention Resource Afterschool & Summer = \$2,129 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 Tier 3 Math Afterschool & Summer/Summer Reading = \$3,535 Dream Box 12 month Math and 2 Month Summer Reading Subscriptions Computer Based Programming Tier 3: 101 students x \$35 = \$3,535						
	67540	Materials & Supplies: Consumable Student Supplies For exclusive use of 21st CCLC students participating in 21st CCLC Spring Creek program. 101 students x \$88.17/student = \$8,905		\$ 8,905	100%			
	67870	Equipment Technology 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. Colored printer will be used for the sole use of programming and operation of the SC 21st CCLC program. Hydroponic systems come complete with everything needed to start growing - Flora Series nutrients, Hydroton®, net cups, coco cup liners, pump (except 60 extension), support structure and manifold for 21st CCLC gardening programming implementation afterschool/summer. Chromebook Spin 514 - Convertible - 14" Full HD Touch Laptops: 14 x \$289/laptop = \$4,046 -15-Bay Locking Laptop and Tablet Charging Station Cart with Keypad Entry, Computer Charging Station Cabinet, Secure Storage = \$249 HP Color Laser Jet Pro MEP M281fdw = \$649 General Hydroponics AeroFlo2-36 Site 2/Boxes = \$938		\$ 5,882	100%			
	68300	Travel: 21st CCLC Technical Assistance Meeting In-state travel for 21st CCLC staff to attend the required 21st CCLC TA meeting to improve performance of 21st CCLC participants. 21st CCLC Technical Assistance Meeting - September 2022 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%			

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(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
	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 180 days x \$.445/mile x 10% = \$200 Summer: 12 miles/day x 38 days x \$.445/mile x 10% = \$20		\$ 220	100%			
	68210	Contract Service: Transportation Spring Creek Charter is located on the edge of Ocala National Forest and serves a rural area of Lake County that extends approximately 20 miles from the school. To increase participation and service to families, we offer transportation after our program and during the summer. Spring Creek Charter School owns their own buses and will rent them to us at a reduced rate. The two buses travel in opposite directions to serve several neighboring communities. Afterschool: 2 buses x \$3.25/mile x 25 miles round trip x 180 days = \$29,250 Summer: 2 buses x \$3.25/mile x 25 miles round trip x 38 days = \$6,175		\$ 35,425	100%			
			D) TOTAL	\$ 375,000				
					Administrative:	\$ 14,561	3.88%	

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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 (comp	
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.	August 1-31, 2022 All subrecipients must submit via the department's online system, a monthly • 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.	September 1-30, 2022 All subrecipients must submit via the department's online system, a monthly • 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.	October 1-31, 2022 All subrecipients must submit via the department's online system, a monthly • 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 21st CCLC program in a safe and easily accessible environment for students and adult family members eligible for the program as indicated	November 1-30, 2022 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.	 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.	December 1-31, 2022 All subrecipients must submit via the department's online system, a monthly • 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.	January 1-31, 2023 All subrecipients must submit via the department's online system, a monthly • 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.	February 1-28, 2023 All subrecipients must submit via the department's online system, a monthly • 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.	March 1-31, 2023 All subrecipients must submit via the department's online system, a monthly • 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	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.	April 1-30, 2023 All subrecipients must submit via the department's online system, a monthly • student attendance count,	May 5, 2023

scope of work.		 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.	May 1-31, 2023 All subrecipients must submit via the department's online system, a monthly • 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.	June 1-30, 2023 All subrecipients must submit via the department's online system, a monthly • 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.	July 1-31, 2023 All subrecipients must submit via the department's online system, a monthly • student attendance count, • number of hours of programming per student and/or family, • participant data update.	August 5, 2023