

1. Needs Statement: For the past 50 years, Boys & Girls Clubs of the Pee Dee Area (BGC) has served youth in Florence in a valuable partnership with North Vista Elementary School (NVE) to educate the children in the community. As NVE is the school district's only neighborhood school, and our two facilities are located only 2.5 blocks apart, NVE and BGC have historically served much of the same population in north Florence.

Persistent poverty, low educational attainment, and high unemployment afflict parts of the Florence community, especially the census tract surrounding BGC and NVE. A 5-year Census estimate (2009-13) showed that 41.8% of heads of family households in this tract were female, and 35.3% of children (under age 18) were living in poverty during the previous year. In the same period, 11.1% of Florence County children had no parent in the labor force. SC E-Rate data shows that over 87% of North Vista students received free or reduced price lunches in 2014.

According to a U.S. Census 5-year estimate, 31% of adults in the Club's census tract do not hold a high school diploma or equivalency. The Florence Area Literacy Council estimates that one-third of the county's adult population is functionally illiterate, reading at no more than a fifth grade level.

The Employers Association of SC reported that county-wide unemployment in Feb. 2015 was 14% higher than the state average and 36% above the U.S. average. Taken together, the low income, single parent status and low education of students' families make it difficult for students to receive the material and environmental support necessary for educational success.

Over the years the north Florence police district, surrounding NVE and BGC, consistently has had one of the highest crime rates in the city for both adult and juvenile crime. Assault-type charges are normally high on the list. The most recent annual member survey conducted at the Florence Boys & Girls Club showed that a majority (53%) of club members had "room to grow" in the area of conflict resolution, often choosing physical violence to settle differences with their

peers. This tendency to fight would no doubt manifest itself equally at school, at the Club, and in the community.

Although improving, academic achievement at NVE is still problematic. As shown in the table below, more than one-third of students have low PASS scores, scoring "not met" in ELA and Math, compared to a state-wide average that is closer to one-fourth.

PASS Scores from 2014 Report Cards				
	English/Language Arts		Math	
	% not met	% met	% not met	% met
North Vista Elementary	35.3	36.9	39.2	36.6
SC state average (elem.)	23.3	34.2	27.8	33.5

NVE has earned both absolute and growth ratings of "average" since 2011. At 1.8%, the school's retention rate is 12% higher than similar schools, but 80% higher than the state median for elementary schools. At 95.7%, the school's attendance rate exceeds the state objective (94%).

Because of the academic achievement gap that exists between lower and higher income students, NVE is designated as a Title I Focus School (one of the schools with the highest average performance gap between subgroups), and is required to work on closing this gap. Beginning with the 2015-16 school year, they will implement a 20-week after-school "Tiger Academy," providing hands-on, computer-based, and "real life" experiences to 50 of their low-performing students to improve their scores on standardized tests.

Other community after-school programs include the Boys & Girls Club and North Vista Elementary's fee-based program, serving 25 students every day after school for \$50 per week. The nearby Weed & Seed project provides homework help and other activities for another 25-30 students for a \$25 annual fee. There are also a few daycare settings that accept elementary age children after school for a fee, normally averaging \$50 weekly.

A survey of the parents of likely participants confirmed the importance of several components of this 21st Century CLC proposal. For instance, 99% say they are willing and able

to pick up their children at the end of an after-school program, so transportation does not present a barrier to participation. Parents value high quality academic instruction, but also believe that field trips to introduce their children to new places, things and ideas are important. Parents want their children to participate in Boys & Girls Clubs programs because of the positive influence on their children's behavior. They also have a "bottom line" issue, in that affordability of any after-school program is very important.

In a Harris poll reported by the U.S. Dept. of Education, more than 50% of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. Clearly, the children and families in north Florence need support in a variety of areas in order to break the cycle of academic failure and poverty.

This proposal was developed in consultation with school administrators and teachers, community partners, and parents. The three main areas that were mentioned consistently throughout the assessment period were improving services, serving more children, and keeping participation fees free or very low. Boys & Girls Clubs of the Pee Dee Area and North Vista Elementary School seek to respond to these needs and challenges by establishing a Community Learning Center at the Florence Boys & Girls Club. The program goals are to (1) increase students' PASS scores, (2) improve attendance rates, (3) increase positive behavior, and (4) improve family literacy levels. The proposed program for realizing these four goals has four components: (1) teacher-led, standards-based targeted tutoring to improve standardized test scores; (2) a homework help center; (3) high-yield learning activities for youth development; and (4) parent support programs to help parents learn skills that address their own basic needs, and become actively involved in their children's educational experiences.

Currently the Florence Boys & Girls Club serves approximately 175 students per day after school, Monday through Friday, from 2:15 to 6:15 on school days for a \$20 annual fee. These

students come from over 15 different schools, although the highest percentage attend NVE. Staffed at 1:18, the ten staff members provide homework help, social recreation and youth development classes. The club's summer program charges \$190 for the entire summer with about 20 NVE students attending. Funding for the overall program comes from a variety of sources: individuals, business, foundations, governmental grants and special events.

The implementation of a 21st CCLC at the Boys & Girls Club will greatly increase the programs and their overall impact. With 100 students attending from NVE, we expect our attendance to rise to over 225 a day and our adult-to-student ratio to improve by 33% to 1:12.5 on average. The number and quality of programs we can offer will also improve by adding Tutoring, Family Literacy, Summer Specialty Camps, Field Studies, STEM, in-house demonstrations, training, and a free eight-week summer program for all NVE students.

2. Project Design **a. Goal and Objectives:** Our overall program goal is to provide 100 youth and their families the tools they need to achieve academic success, practice good character and citizenship, and implement healthy lifestyles.

Performance Goal i. Students regularly participating in the program will meet or exceed state and local academic achievement standards in English language arts (ELA)/reading and math.

Objectives: a) Fifty (50) percent of regular program participants will increase their math grade by a half letter grade or five (5) percentage points from the first marking period to the last marking period of each academic year. b) Forty-five (45) percent of regular program participants will improve their mathematics performance level on the state standardized assessment from the prior year to the current year. c) Fifty (50) percent of regular program participants will increase their English language arts (ELA)/reading grade by a half letter grade or five (5) percentage points from the first marking period to the last marking period of each academic year.

d) Forty-five (45) percent of regular program participants will improve their reading performance level on the state standardized assessment from the prior year to the current year.

Performance Goal ii. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals. **Objectives:** a) Ninety-two (92) percent of regular program participants will show improvement in school attendance by reducing their number of days absent from the prior year to the current year. b) Eighty (80) percent of regular program participants will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year. c) Ninety-two (92) percent of regular program participants will show improvement in classroom performance, including homework completion and class participation, from the first marking period to the last marking period of each academic year as reported by teachers.

Performance Goal iii. Students regularly participating in the program will demonstrate positive social and behavioral changes. **Objectives:** a) Sixty (60) percent of students regularly participating in the program will demonstrate improved skills in conflict resolution, as measured by self-report on our annual youth outcomes survey.

Performance Goal iv. Parents/guardians with students who regularly participate in the program will be afforded opportunities for family literacy activities and services. **Objectives:** a) Each school year *Family PLUS* will result in at least seventy-five (75) percent of our participants having adult family representatives who volunteer one hour per week and attend at least one of our quarterly family literacy workshops. b) Parent surveys will indicate at least seventy (70) percent gaining knowledge/skills from the beginning of the year to the end. c) Parent surveys will indicate at least seventy (70) percent being more engaged in their child's education from the beginning of the year to the end.

Performance Goal v. Program partners will sustain the program through the scheduled grant declines and beyond the grant period without reducing program scope. **Objectives:** a) By May 2017, program partners, donations, grants, and government sources will cover the twenty-five (25) percent budget decrease (\$50,000) for the following school year. b) By May 2018, program partners, donations, grants, and government sources will cover the total Year 3 and Year 4 budget decreases (\$72,500) for the following school year. c) By May 2019, working with program partners, donors, grantors, and government sources, there will be a plan in place to continue the program through year 5 and beyond. d) By the end of July of each program year, volunteers will be providing the equivalent of \$30,000 of services annually.

2b. Description of Activities & Strategies **School year:** We will operate a 21st CCLC at the Florence Boys & Girls Club in partnership with NVE, serving 100 students of this school. With assistance from NVE teachers and administration, targeted enrollment will focus on children with demonstrated academic needs and subsidized meal status. The program will operate from 2:15 p.m. until 6:15 p.m., Monday through Friday after school, for a total of 20 hours per week, for 34 weeks throughout the school year. The program will follow the best practice Youth Development Strategy of Boys & Girls Clubs of America (BGCA), featuring a planned weekly schedule covering six core areas: **Targeted Tutoring** (3 hours/week), **Academic Enrichment/Homework Help/STEM** (6.75 hours/week), **Character/Leadership** (1.5 hours/week), **Life Skills/Prevention** (1.5 hours/week), **Arts** (1.5 hours/week), **Health/Fitness** (3 hours/week), plus **Family Literacy/Engagement** (weekly, monthly, quarterly). Specific programs are listed below by core area. Certified teachers and youth development mentors will lead the programs. Teacher-student ratio will be 1:10 for academics and up to 1:12.5 for enrichment. Participants will get a daily after-school snack, approved and reimbursed by SCDSS, and vended by a third party.

Summer: The Florence BGC 21st CCLC will provide a summer session for 100 students, Monday through Friday, 9:00 a.m.-5:00 p.m. for eight weeks, coordinating with any summer program provided by NVE. Summer participants will receive breakfast and lunch meals approved and reimbursed by SCDSS.

Each week students will choose between two "specialty camps," for a total of 16 specialty camps offered during the summer. These may include sports (such as a golf clinic), STEM topics (such as engineering, robotics, dinosaurs, or outer space), or fine/performing arts (such as music, painting, dance, or digital music and photography). The weekly schedule will include academics (*Study Island*), and a full complement of youth development programs, including character & leadership, prevention, health & fitness, and the arts. The program will have a teacher-student ratio of at least 1:12.5. The budget includes paying experts for each specialty session.

Program Specifics: **ACADEMIC SUPPORT** – We will dedicate 48.75% of our weekly schedule to academics. In addition to homework completion, this core program area will include two levels of academic support: **Targeted tutoring** will be aligned to the State's Common Core Standards while addressing individual student needs. ELA and/or math tutoring using a 1:10 teacher:student ratio will last for 23 weeks, beginning after the Fall MAPS testing, allowing students to be placed in groups according to their level of proficiency and subject needs. Three days each week, for one hour at a time, contracted certified teachers and/or teachers with appropriate qualifications and knowledge of state standards will tutor students in their area of greatest need, as determined by teachers and the curriculum coordinator. On tutoring days, (Monday, Wednesday, Thursday), students will remain at school to receive these services; after tutoring, we will transport them to the Boys & Girls Club for the rest of the day's programs.

Study Island, a web-based standards-mastery and test-preparation program, is aligned with SC academic standards and Common Core standards. Its rigorous, engaging content helps students

master the topics through practice and review, and rewards student achievement. Because NVE already uses *Study Island*, we are aligning the after-school program with the school day.

Homework Help – On Monday through Thursday, 45 minutes is set aside for homework completion and reading. Program staff will monitor and assist students in grade level groups. Volunteers will supplement staff, reduce adult-to-child ratios, and provide individualized attention to struggling students. We will motivate children to develop a habit of studying and completing homework with structure, encouragement, and help as needed. Preparation for the next school day will help improve academic achievement and classroom behavior.

Supplementary activities - Six times during the school year, ScienceSouth, a non-profit science education institution, will provide hands-on science activities at the 21st CCLC site. Club staff and certified teachers will help select the topics, based on student interest and academic need. In addition, five times during the school year and eight times during the summer, groups of students will take educational field excursions to help them understand and apply skills and concepts they have been learning in and after school. For example, they may visit a grocery store to apply math concepts and calculation skills in carrying out a comparison shopping assignment.

YOUTH DEVELOPMENT– The Club provides students with a sense of belonging. Students can find their interests and talents where they excel outside the classroom. Extra-curricular activities influence academic performance, behavior, and attachment to school. Besides academics, our other four program areas include the following:

Leadership & Character Development – We dedicate 7.5% of the weekly schedule to Leadership Development with three components: 1) *Mentoring* by staff and volunteers is designed to increase student participation, performance, and leadership. At the end of each grading period, each student will have a one-on-one mentoring session to recognize positive progress in academics, behavior, and school attendance, and to set new goals for each area.

2) Service-learning and helping others will be the goal of student-led "*I Can*" Clubs, service clubs for 1st through 6th grade members to guide all students in implementing community service projects. CLC participants will complete one service project per month, rotating grade levels.

3) Youth of the Month/Year is a year-round program to encourage youth citizenship, and recognize student leaders.

Life Skills/Prevention – We dedicate 7.5% of the weekly schedule to Life Skills. Age-appropriate classes and activities will focus on drug prevention, self-efficacy, diversity, hygiene, and conflict resolution, using BGCA's best practice and partner programs. The national (BGCA) programs are research-based, tested before implementation, and monitored via ongoing use.

Arts – We dedicate 7.5% of the weekly schedule to the Arts. Activities will include creative writing, digital photography, film-making, and performing plays along with painting, drawing, music, and dance. Community exhibits and performances will showcase student talents.

Health/Fitness – We dedicate 15% of the weekly schedule to Health/Fitness. Activities will focus on active lifestyles fitness programming and will feature BGCA's *Triple Play*, a multi-faceted, research-based program which promotes health and wellness for all members. This program helps youth be more active, learn to maintain a healthy body, build positive relationships, understand nutrition, and make healthy food choices.

Aligned with Principles of Effectiveness, Innovative, Engaging: Our collaboration between high poverty schools and educationally-focused Boys & Girls Clubs is innovative and proven to engage large numbers of students during out-of-school hours. We combine best practices of education and youth development to influence the whole child. Based on principles of effectiveness, we will infuse academic enrichment throughout the program via youth development programming, program partners, and educational field studies. Our 21st CCLC plan, developed in partnership with school officials, will complement the school's academic strategies.

Finally, let us not forget **FUN!** Our objective is for children to have fun while learning and growing. Each day the program will begin with an opening ceremony that includes positive affirmations and a motivational exercise. This opening marks the start of the 21st CCLC program session, and allows students to have fun, unwind, laugh, encourage each other, and affirm their membership and BGCA goals for living: fair play, honesty, sportsmanship, and being a proud American. Fun activities, recognitions, and educational outings will include all grade levels on a rotating basis. Each month, staff will recognize a youth of the month at the opening ceremony. Each grading period, we will celebrate children making grade improvements and honor roll. At a year-end family literacy event, we will recognize youth attaining honor roll for three or more grading periods. These events will promote and reward positive behavior and consistent attendance.

Several other factors also contribute to innovative and engaging activities. The array of BGCA programs integrated into the overall schedule allows for activities that suit a wide range of children's interests. Staff training ensures activities are fun and interactive, and include built-in incentives and recognition especially in the academic programs. The varied schedule will provide children with several opportunities to choose appealing activities.

Direct coordination with the school will be the responsibility of the Project Director. They will meet regularly and consult with school personnel to ensure after-school programs are aligned with and supportive of activities occurring during the school day.

2c. Student and Family Support **Social/Behavioral Services:** Positive Influences, a counseling service employing mental health professionals and paraprofessionals, will provide group and individual behavioral services to students and their families, as needed, based on teacher, staff, or parent referrals, or direct observation. **Snacks:** Every school day each child will receive an after-school snack. During the summer we will serve a three-item breakfast and a five-

part lunch, vended through a local business. Each week, we will serve different meals each day, in a cycle approved and funded by SCDSS Child and Adult Care Food Program. **Family literacy, education and engagement:** In partnership with the school's principal and PTA, the 21st CCLC program will offer quarterly literacy events. Sessions will educate parents on community resources including continuing education programs available within the district's adult learning programs, the technical college and local GED programs. Other activities will focus on functional literacy of our students' parents and families: 1) how to access PowerSchool and communicate with teachers, 2) how to read and understand children's test scores and the school report cards, 3) financial wisdom – banking, credit and 529 plans, and 4) the importance of school attendance. Family engagement activities will include both monthly Family Nights and *Family PLUS*. Family nights will provide staff the opportunity to learn the needs of parents in a non-threatening manner and allow for referrals for assistance. Parents will learn how to access the Club's computer lab during the day for the online Work Keys program, job searches, or other educational purposes. 21st CCLC staff will occupy the students while adult family members attend these sessions. We believe adult family members of our students represent a useful and influential group. To activate this resource we will implement *Family PLUS*. At enrollment, we will have an adult family member for each student sign the *Family PLUS* Contract. *Family PLUS* is the key to our parental involvement within the 21st CCLC program. As the 21st CCLC grant enables their children and families to receive afterschool and family literacy services at no cost, and since these adults have valuable skills and resources, we present *Family PLUS* as an opportunity to give back. One adult family member of each student will give one hour of service or its equivalent per operating week to the 21st CCLC program or partner school to fulfill the *Family PLUS* contract. Attendance at PTA, parent-teacher conferences, or family literacy events; field study chaperoning; volunteering at the Club; or even donating something worth \$10 will all

count as acceptable equivalents for one hour of service. The 21st CCLC will have monthly newsletters, performances, and student exhibits to build relationships with adult family members. Parents of students will pick up their children each evening, giving our staff daily parent contact for communicating about students and promoting center events and family literacy activities. Our goal is to have at least 75% of students parents participate in literacy events, family nights and *Family PLUS*.

2d. Evaluation Strategies Evaluations will assess program impact on student learning and behavior, in compliance with SCDE's data collection, evaluation, and reporting requirements. Within PowerSchool, school staff will identify students as 21st CCLC participants. We will share data with school officials, parents and community members, including donors and prospects, to promote sustainability. **Academic Achievement:** Our principal benchmarks will be MAP scores and quarterly report cards. MAP scores will come directly from the schools or via PowerSchool. With help from school administrators, the Project Director will collect and review report card and test data. We will analyze this academic data to determine students' greatest academic needs; teachers will tailor instruction to meet those needs. Each quarter, each student will have a one-on-one mentoring session with a staff regarding their report card performance (including attendance and behavior) to praise progress and set goals. We will analyze academic data for participants and non-participating students, and report our comparative results to the Advisory Council quarterly. **Attendance:** Our benchmark will be students' school absences in the prior and current year. Each grading period, the Project Director will review report cards for school attendance data. We will report results to the Advisory Council quarterly. As part of our annual evaluation, we will compare the average number of school absences of 21st CCLC participants versus non-participants in the same school. **Behavior:** Our principal benchmark will be school-day discipline incidents per student. The Project Director will review participant and school-wide

discipline data provided by the district for analysis and comparison. In collaboration with school administration, CLC staff will advise students with discipline issues, setting behavior and participation goals. As an annual evaluation, we will analyze discipline incidents of 21st CCLC participants and compare their rate of discipline incidents to the rate for non-participants in the same school. We will also conduct annual teacher surveys addressing classroom behavior. The Project Director will administer these surveys. The Project Director will report results to the Advisory Council quarterly. **Family Literacy:** The Project Director will track family attendance at family literacy events to determine which students had adult family representatives attend. The Project Director will administer surveys to gauge improved family literacy skills and parent engagement. The Project Director will summarize the data and report the results to the staff, administration, parent advisory board, and the SCDE. The Project Director will also track *Family PLUS* service hours and equivalents, and report them quarterly to the Advisory Council. We will conduct annual parent surveys to measure program impact and satisfaction, and share data with school officials, parents, and community members, including donors and prospects.

Sustainability: BGC's leadership, including Exec. Dir., Treasurer, and 21st CCLC Project Dir., will monitor expenses on a monthly basis to ensure the grant award is spent as budgeted.

Sustainability will come from current and future partners: Florence Co. School District 1 (see MOA), United Way, DSS, DJJ, and BGC, among others. We will establish a sustainability fund to set aside local support for years three, four, and beyond. BGC Exec. Dir., Project Director, and staff will maintain relationships with local funding sources and United Way to keep and grow current program funding levels. BGC leadership will also conduct fundraising campaigns and events to fund operating expenses not covered by the grant, and to build support for replacing 21st CCLC funding reductions in years three and four. We will track services by program partners and use their outcomes to help sustain their program contributions beyond grant

funding, and to add new partners. Positive program outcomes will drive fundraising messages. Program leadership will share sustainability progress with the Advisory Council quarterly.

3. Management **a. Efficient and effective** **Successful experience:** Our ability to manage the proposed 21st CCLC is evident from a 50-year history of providing high quality after-school programming in a variety of settings, including stand-alone clubs, school-based clubs, and clubs in public housing. The organization has six sites, serving 3,000 youth annually. We have received numerous awards for excellence in programs, staff, and board development. In our most recent evaluation from BGCA (Sept. 2014), we were rated "advancing" in resource development, finance, and board development categories. We have managed or participated in five 21st CCLC programs. **Staff:** As a single site, this program will have a combined Project Director/Site Coordinator (see Position Description appendix). They will be responsible for day-to-day operations of the CLC, including programs, staff, coordination among partners, and timely submission of reports. They will supervise volunteers and staff in relation to programs, children, transportation, discipline, and operational issues, and will oversee all youth development activities, the Advisory Council and other partnership/community resource development. Program staff, comprising certified teachers, teacher assistants, and other individuals with appropriate experience, will provide academic instruction, youth development programs, and high yield learning activities. This staffing pattern will allow us to maintain a staff-to-student ratio of 1:10 (with certified teachers) for academic activities, and 1:12.5 for all other activities. The Club's Management Team includes the Executive Dir., Dir. of Operations, Dir. of Program Development & Evaluation, and Development Dir., with a total of over 70 years of relevant experience. NVE will provide curriculum expertise and materials, staff training, student assessment, and access to student records. **Staff Training:** Staff at all levels will receive appropriate trainings necessary to implement programs within the BGCA framework. School

staff and/or vendors will train 21st CCLC staff in the use of *Study Island*. All staff will attend orientation annually prior to start-up, and quarterly afternoon in-service trainings, including one before the summer program. At least 80% of program staff will receive training in BGCA's Youth Development Strategy, including information on safety, basic child development issues, youth engagement, developing lesson plans, using incentives, group management, behavior policy, academic instruction, BGCA program-specific training, and topics pertinent to the enrichment portion of the program. Management personnel will attend appropriate BGCA conferences for program management, board development and fundraising training. The Project Director will attend 21st CCLC meetings and webinars. The Project Director and at least one additional staff member will attend various conferences including the SC Afterschool Alliance Annual Conference, the annual BGCA All-State Staff Training, and state training for After-School Programs. Staff who attend trainings will present new information to all staff during monthly staff development meetings. **Collaborative Development:** The Club's Management Team developed the critical components of this CLC in consultation with the school principal and other school personnel, as well as parents and community leaders. Ongoing collaboration with the school, especially regarding curriculum, student assessment, and coordination with school activities will ensure smooth program operation. **Advisory Council:** BGC will serve as the lead agency and fiscal agent for the CLC. A core group of community individuals and agencies has supported the Boys & Girls Club for many years. We can rely on the strengths of this group, which forms the CLC Advisory Council: the Project Director (to be named); Michael Woods, BGC Dir. of Program Development & Evaluation; Sharon Dixon, NVE principal; Torrey Woods, Assistant Principal; Jennifer Heilbronn, Curriculum Coordinator; Vanessa Covington & Deshelle Woods, parents, Marty Hucks, Francis Marion University and Tim Hess, McLeod Health. The group will meet quarterly to review and evaluate the program, and

suggest/implement any changes needed to ensure the desired outcomes. **Public Resources:** We will continue to coordinate with agencies such as DSS (meals and snacks), DJJ (mentoring), and NVE/FSD1 to deliver relevant programming to students and their families without supplanting grant funding. The strength and diversity of our Advisory Council and program partners, including state agencies, will enable us to best coordinate public funding streams to serve our youth effectively and efficiently. In addition, Pee Dee Coalition Against Domestic and Sexual Assault will provide staff training and quarterly age-appropriate education sessions; the Florence public library will provide reading incentive programs and thematic educational programs; Clemson Extension will offer age-appropriate health and nutrition lessons.

3b. Disseminating information to the public: Once we receive notification of the award, we will announce the award to the media. We will begin by recruiting students through recommendations of teachers and guidance counselors in order to best target the students who could benefit most from the program. To maintain full enrollment, we will recruit at pre-registration sessions for regular and summer school, providing flyers in pre-registration packets, student take-home flyers for parents, information via the school mail system to all school personnel, and local media and social media opportunities. **Application available for review:** We will issue a public notice of our intent to apply in the (Florence) *Morning News* stating that we are submitting this application, which will be available for review at the Florence Boys & Girls Club from 10am until 5pm Mon. through Fri. beginning 5/1/15. We will also post the notice on our website and social media pages.

4. Adequacy of Resources and Sustainability **a. Resources** **Staff & volunteers:** We have budgeted for staff-to-student ratios of 1:10 (academic) or 1:12.5 (enrichment), excluding management positions, which will focus largely on supervision, management, and community support. The grant will be managed and the program directed by one person who will supervise

all program and academic staff, a team of 18-20, of which 8-10 will be serving students at any given time. Staff will develop volunteer contacts through civic, faith, community service groups, and *Family PLUS* to conduct special programs, assist with homework, and chaperone events. All volunteers will be checked for criminal and sex offender records. We have worked successfully with the Experience Works program under the Senior Community Service Employment Program to secure senior citizen volunteers. Local high schools may also provide older students to volunteer at the Club as part of their community service (e.g., ROTC and Beta Club members). The Project Director will steward our volunteer relationships. **Site:** The CLC will operate from the 22,800 square foot Florence Boys & Girls Club. Completely remodeled 8 years ago, the facility fits the needs of the program well, with a 16-station technology center, five classrooms, three multi-purpose rooms, art room, teaching kitchen, gymnasium, outdoor playground and recreation areas. The facility complies with all state building codes for serving children, and is fully accessible by persons with disabilities. We will follow the existing emergency preparedness plan for the facility. The decision to house the CLC at the local BGC was based on the recommendations of the advisory committee. The principal at North Vista Elementary School fully supported the decision, as did parents of likely participants, through a survey process. One highlighted benefit, high among the advisory committee's priorities, was that being located at the BGC allowed the number of days that students were served to increase from 166 to 230. Many of the additional days will be funded through non-21st CCLC funds.

4b. Transportation plan: We will not transport students home from the CLC; on a survey of parents of likely participants, 99% reported that not having transportation home would not be a detriment to their child's participation. We will, however, transport students from school to the CLC. Although the two locations are only 2.5 blocks apart, the advisory committee felt it was imperative that transportation be provided for the safety of the children. We will contract with

Bee Helpful, a local transportation provider, to provide the daily transportation. Bee Helpful will use two 50+ passenger school buses. We have budgeted 21st CCLC funding for this service; if we experience increased costs for the service, the BGC Board is committed to covering the overage. For field studies, we will contract with either Bee Helpful or the local school district. The choice will be based on availability and pricing.

4c. Sustainability Plan: **Our Objectives:** Our sustainability goal is to maintain the program through the scheduled grant declines and beyond the grant period without reducing program scope. We will use the first two years of the grant to build the partnerships (funding sources) necessary to continue the program. Our first sustainability objective involves building relationships with current and new partners for financial and in-kind support. These include United Way of Florence County, Positive Influences (a counseling service), Florence School District 1, SCDSS (meal reimbursements) and others. The 21st CCLC Advisory Committee and the BGC board will solicit individual, corporate, governmental, and other support to maintain CLC funding at \$200,000 through years three, four, and beyond. Our second sustainability objective is to develop volunteer services representing a \$30,000 value annually. Volunteers will complement staff services to students. **The Future:** We will rely on the strength of the 21st CCLC Advisory Council and the BGC board to fund the future needs of the program. Both groups will work to secure corporate and governmental support, as well as individuals and small businesses for volunteers, and financial and in-kind donations. The advisory council's ability to secure funding will improve year after year. The BGC board has a long history of securing funds, and at its April 21 meeting affirmed their commitment to guarantee the necessary funds to maintain the program in years 3 & 4 and beyond. The BGC board's success at securing state and federal grants, along with local resources, will be a major benefit to sustaining the program.