

Section 3: Scope of Work Narrative

3.1 Project Summary

Just for Girls' 21st Century Community Learning Center (CCLC) program addresses the alarming rates of severe learning deficits among impoverished, underserved girls in Manatee County.

Just for Girls (JFG) is targeting 59 struggling girls attending K-5th grades at Just for Girls Elementary (JFGE), and 11 attending 6th-8th grades at Just for Girls Middle. Just for Girls' 21st CCLC program operates year-round at three Leadership and Learning Centers in East Bradenton, West Bradenton, and Palmetto from 6:30am-6:00pm Monday-Friday, and on 24 select Saturdays at JFG East; where the largest concentration of targeted students regularly attend. JFG's 21st CCLC program features age-appropriate STEM academic and literacy-focused curriculum, hands-on math games, science experiments, and computer technology with interactive educational software, creative writing exercises, tutoring and credit recovery, and parent support workshops to inform, educate, and engage parents and caretakers. These extended hours and varied activities support the accelerated learning gains that are required to recover learning loss and achieve grade level proficiency.

3.2. Community Notice and Needs Assessment

Community Notice: Just for Girls was informed of this RFP on July 1st, and after determining eligibility, communicated interest in submitting this RFP to the Manatee County School District, which offered support and provided additional contacts as collaborative resources during the RFP process. Patricia Dezso, Manatee County School District's 21st Century Project Director, assisted with the identification of JFG-served schools identified in the District Improvement and

Assistance Plan, and facilitated contact with Daughtrey and Samoset Elementary administrators to endorse JFG's objectives and past record of results.

JFG's mission and vision encompass equal access and educational equity for girls ages 5-17, and the organization regularly communicates the open availability of its programs to the community and local schools. Flyers and postcards are distributed in the spring to publicize the dates, locations, and focus of summer programs, and in the summer to publicize open house and open enrollment events for academic and out-of-school programs beginning in the fall. JFG also publicizes open enrollment, 'meet the teachers' nights, parent and prospective student tours, community events, as well as through community calendar submissions to the local newspapers, and with announcements and posts on its social media pages (Twitter, Facebook, Google+). Updates on the highlights of JFG's 21st CCLC program will continue monthly throughout the year on JFG's social media platforms. JFG is currently in the process of updating and redesigning its website, and a designated page on the redeveloped site will contain information and important details about 21st CCLC programs, including open enrollment information for parents in both English and Spanish, and a link to download a copy of the 21st CCLC RFP.

Needs Assessment: While 44% of American children live in low-income families, the poverty rate for families with a single female head of household is up to 69%, and 2.8 million of the nation's children are currently living in extreme poverty. (2018 Kids Count, Annie E. Casey Foundation) Child poverty costs the US hundreds of billions of dollars per year. The correlation between economic advantage and education has been abundantly documented since the Coleman Report in 1966, indicating that the education gap is widening at an alarming rate especially among impoverished minorities and women. Current poverty levels, combined with the growing wealth gap between those at the top and bottom of distribution, threaten to destabilize our democracy, economy, and limit the upward mobility of future generations. Large

bodies of research illustrate the toll of the economic downturn on federal and state education programs targeting low-income populations, and its long-term negative effects towards academic inequality, social segregation and isolation, school practices, teaching workforce, and the quality of America's future workforce.

Just for Girls serves approximately 300 school age girls in Manatee County every year in its out-of-school time programs. JFG serves a very diverse demographic of 40% African-American, 23% Hispanic/Latina, 19% Caucasian, and 18% Multi-racial; who are united by a common economic struggle with 73% of their girls living in households with a single parent or guardian – more than half of which are single, working mothers. 98% of girls attending JFG are underserved, living in poverty, and shouldering the burden of severe learning deficits of up to 2-3 years by the time they enroll at JFG. Girls are especially vulnerable in the areas of math and science; and science tells us why. While young female brains are developing different hemispheric divisions of labor, complex communicative networking grids, and a higher density of neural connections to absorb sensorial information, young boys are developing brain structures and neurochemicals that support analytical, task-focused strengths and formulaic problem-solving. For these reasons, girls take longer to grasp mathematical and scientific concepts; and those who are already falling behind their male peers in early grade school are often too discouraged or disinterested to pursue further education in STEM subjects.

Just for Girls Elementary Profile: For the 2016-2017 school year, only 9% of all girls attending JFG Elementary achieved grade-level reading proficiency in reading, even though 23% of them achieved their reading targets for the year. This is indicative of multiple years of learning losses without sufficient academic-based enrichment to support skill development and accelerated learning for this high-risk demographic. In just one year, the percentage of girls achieving grade-level reading proficiency doubled to 18%, 3rd grade girls achieving proficiency leapt from 9% to

25%, and the percentage of girls achieving their targeted learning gains nearly doubled from 23% to 55%, illustrating why JFG's success rate among impoverished, deficient readers is 1.7 times higher than a demographically comparable district average. (2016-2018 Just for Girls iReady data; 2017 Kids Count Data Center, Project of the Annie E. Casey Foundation; and 2018 Suncoast Campaign for Grade Level Reading, Manatee County Youth Statistics.)

JFG's out-of-school programs serve girls enrolled in over half of Manatee County's 43 public elementary and middle schools, which provides the opportunity to obtain objective data from a county-wide sample using the Florida Prevention Assessment Tool (PAT) developed by the U.S. Department of Justice. This assessment measures risk indicators as well as vulnerability due to lack of protective factors across 12 domains, 11 of which are applicable to the 5-17 age demographic. This assessment helps administrators identify Adverse Childhood Experience(s) (ACE) that include physical, emotional, or sexual abuse; physical or emotional neglect; parental mental illness, substance dependence, incarceration; parental separation or divorce; or domestic violence, among additional domains affecting academic and peer experiences, healthy relationships with adults and authority figures, and propensity toward violence, aggression, or suicidal ideation. Manatee County's youth face multiple risk factors in the domains of Community, School, and Family – specifically economic hardships, transitions/mobility, lack of commitment to school, and poor family management. (2016 Florida Youth Substance Abuse Survey.) Recent assessments presented to the Manatee County School District and the Manatee County Children's Services Advisory Board by The Patterson Foundation and the Suncoast Campaign for Grade-Level Reading also serve to validate the following conclusions:

- The academic gap is more closely correlated with income level than race, ethnicity, or national origin. 59% of school-age children in Florida are eligible for free and reduced lunch, and 51% of 3rd grade students in Manatee County score below FSA standards for reading proficiency. (2018 Suncoast Campaign for Grade-Level Reading)

- 67% of the U.S. population reports at least one ACE indicator, and 12.6% - or 1 in 8 - report 4 or more ACE indicators resulting in symptomatic behaviors contributing to academic, personal, or professional failure. (2017 American Academy of Pediatrics)
- Children of single working parents or guardians are at increased risk of school failure, toxic or chronic stress, and cycles of poverty or dependence. Limited resources and reduced parent engagement result in language and reading deficiencies of 12-14 months by enrollment in Kindergarten, and up to 3 years behind by the 3rd grade.
- Undereducated women in the U.S. account for 1.5 million school dropouts every year; are not qualified for 90% of the jobs available; cost taxpayers almost \$1 billion every year in federal assistance programs; and make up the majority of single mothers raising children in poverty, who are 10 times more likely to develop similar behaviors and repeat the cycle of undereducation and underemployment. (2017 Patterson Foundation Report for Grade-Level Reading)

Girls enrolled in programs at JFG exhibit PAT and ACE indicators in 3 or more domains and, without immediate academic and behavioral intervention and redirection, are 4 times more likely to experience depression, are 12 times more likely to experience suicidality, and are 13 times more likely to drop out of school before the 12th grade. (2017, The Patterson Foundation for the Suncoast Campaign for Grade-Level Reading.) As the demographics of the US continue to change, it is critical to implement systems that ensure all students are equipped for success in an increasingly competitive world. Education is the most effective prevention tool we have to combat early trauma and support permanent self-sufficiency. Breaking the cycle of poverty is a resource-intensive endeavor that requires a multi-tiered educational approach. While the nation questions whether we can afford to fund more comprehensive education initiatives, the bottom line is that we can't afford *not* to.

While there are a variety of out-of-school programs available to school age girls, most are co-ed programs that fail to provide successful gender-specific approaches that address the digital divide and decreasing academic gains in math and science-related subjects. Nor do these agencies and programs offer environments that eliminate social distractions or dynamics that contribute to perceptions of inability or failure in girls who are already vulnerable, prone to self-doubt, and in crisis or recovering from trauma. A considerable number of out-of-school time programs are restrictive in their focus and priorities, offering recreation, sports, or social-based programs, religious or special-interest programs, or operate for shorter hours or on fewer days of the week or month, leaving gaps in support for JFG's demographic of girls with urgent and critical need for academic intervention and support.

JFG's responsive programs have evolved and expanded to meet these needs with:

- 3 Leadership and Learning Centers located in and near low-income neighborhoods in west, north, and east Manatee County; and transportation to and from Manatee County schools to allow equal access for any school age girl in need of our services.
- Expanded hours of operation (6:30am-6:00pm, Mon-Fri), and 10:00am-1:00pm on 24 select Scholastic Saturdays to accommodate working parents in low-wage service industries.
- Fee waivers or full scholarships for low-income and struggling families.
- Opportunities for Breakfast, lunch, and healthy snacks in partnership with the Manatee County School District and the national free and reduced lunch program to protect and promote the health of underserved girls.
- Language Arts tutoring for academically deficient or delayed girls, English-language learners, or girls in academic and emotional recovery from crisis or trauma.

- Academic tutoring, extended learning opportunities, and credit recovery for middle school girls at risk of grade-level retention.
- Activities and priorities that support district, state, and national academic objectives as well as healthy mental, emotional, and social development.
- Academic enrichment programs that encourage and inspire girls to pursue education as a path to resiliency, leadership, and self-sufficiency.

Robert Block, former President of the American Academy of Pediatrics, stated, "Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today." Just for Girls continuously and openly communicates and consults with parents, educators, policy-makers, government agencies, and local nonprofit service or support organizations, as well as city and county law enforcement and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, to ensure that JFG's programs can catch any girl at risk of falling through the cracks of inadequate support systems.

3.3 Dissemination of Information

Dissemination of information via web technology is an increasingly effective tool for Just for Girls' targeted demographics, and JFG's communication plan includes weekly updates on social media platforms, quarterly updates of applicable program data, and updates on the 21st CCLC program web page as applicable to program components and assessment timelines. JFG has already entered into a contract to redesign its agency website, which will feature a 21st CCLC program web page that contains program locations, objectives and activities, data and results, and contact information for Center Directors and Program Coordinators. In addition, JFG is collaborating with its partner schools to publish monthly blog posts written by teachers, administrators, Principals, and/or parents of girls participating in JFG's 21st CCLC program. JFG's Technology and Data Safety Administrator is responsible for the maintenance and

security of JFG's webpages, and is supported with content provided by the Executive Director, Development Director, and Program Directors. In addition to these communications, JFG staff regularly attends back-to-school events, enrollment fairs, and community events serving children and their families.

While JFG's web presence is a high priority, our parents value the benefit of directly engaging with teaching staff and program administrators, and JFG's staff appreciate the opportunity to develop a personal connection with parents and caretakers. JFG staff develop monthly parent newsletters that highlight announcements, updates, activities, and curriculum being covered in current programs as well as support resources and opportunities for additional program components that support academic achievement. JFG's tenured staff and parent liaisons live in the neighborhoods we serve, and have developed trusted and enduring relationships with families in our communities. JFG staff engage in parent communications and surveys to learn about issues and challenges affecting our girls and their parents, and have added Parent Support Initiatives (PSI) that inform, educate, and engage parents with topical workshops, provide computer access and language learning programs for parents to use in JFG libraries. JFG is very active in the community, and regularly collaborates with community partners to present informative videos and awareness outreach, links for which can be found on our media attachments for this RFP.

3.4 Target Population, Recruitment and Retention

Targeted Students: 67% of JFG's targeted girls are being raised by single mothers or caretakers who are working, attending college or professional certification courses, and struggling to escape chronic poverty. 59% of girls attending JFG's programs are under the age of 10, indicating an urgent need for focused academic programs that fill the gaps between proactive Pre-K early learning and reactive 3rd grade recovery programs. JFG's 21st CCLC

program establishes accelerated learning habits and reverses circumstance-based learning losses that are symptomatic of heightened risk factors and gaps in support for girls in living situations with scarce resources and limited access to opportunities for healthy growth and development. These girls are at a severe disadvantage in academic domains, and are prone to perpetuate cycles of learned helplessness, academic failure and school drop-out, substance abuse, teen-pregnancy, or depression and self-harm.

JFG's 21st CCLC program is targeting these underserved girls attending Just for Girls Elementary (K-5th grades), as well as Just for Girls Middle (6th-8th grades), which are included in the list of LEA-identified schools in need of support or targeted by Manatee County's 2017-18 District Improvement and Assistance Plan. JFG's 21st CCLC program will give priority consideration to girls attending low-performing schools or who are referred by the Manatee County School District for academic intervention. Eligible students include girls ages 5-17 who are not achieving academic proficiency targets or developmental benchmarks in one or more objective areas.

Recruitment: JFG will continue marketing and communications outreach to media outlets, local churches and youth programs, VPK's and youth development organizations, family services and youth diversion agencies, local private schools, Manatee County School District partners, and governing leadership. Struggling parents are turning to internet discussion boards and community pages to seek help with daughters who are failing to thrive, and word-of-mouth referrals from JFG alumni and their parents continue to be a top source for recruiting prospective participants. In addition to increased participation in web-based outreach, JFG staff will continue to attend youth-focused community events and host open houses at its centers to continuously enroll girls who will benefit from JFG's 21st CCLC program.

Retention Strategies: JFG employs a variety of teaching tools and techniques to support diverse learning styles and promote active learning, which include:

- Engaging in one-on-one and small group guided instruction.
- Individualized instruction for girls with learning impediments or developmental delays.
- Interactive educational technology and multi-media presentations.
- Enrichment field trips, guest speakers, and hands-on activities, exercises, and workshops.
- Student-led projects inspired by academics, such as classroom butterfly gardens and the first “Mobile Garden” in Manatee County.
- Developmental support that promotes compassion, resiliency, goal setting, and leadership.

JFG's responsive programmatic structure and variety of instructional techniques are key factors in the recruitment, participation, and retention of enrolled students. Immersive, interactive, and engaging modes of sharing and absorbing information, lesson structures based on topical and relatable content, hands-on technology and multi-media resources, enrichment activities, and short, mid-, and long-term projects motivate girls to attend regularly as an inclusive, stimulating environment in which she can establish her strengths and explore her future path. As a participant in Manatee County's 2016-17 Graduation Enhancement Initiative, JFG Elementary students reduced chronic absenteeism by 98% and achieved an attendance rate of 93% - One of the highest attendance rates among Manatee County's Title I schools. JFG's participation in local, state, or national initiatives and best practices has proven successful in increasing and improving daily attendance and parent engagement.

3.6 Program Evaluation

JFG continuously evaluates programs through program assessments and collaborative data obtained in partnership with both governing and direct-services programs or agencies for contract compliance components as well as measures of JFG's program efficiency and efficacy. JFG has invited senior faculty at State College of Florida, Manatee-Sarasota (SCF) to identify its top students or recent graduates from Elementary and Secondary Education, Early Childhood, or Social and Behavioral Sciences departments as prospective evaluators for JFG's 21st CCLC program. Candidates must demonstrate prior experience or study in areas of child development or children's services, primary or secondary education, or social and behavioral sciences; must be maintaining an acceptable GPA; and must be within one year of obtaining their teaching certificate, graduating from their program, or achieving comparable credentials required for their area of study. Preference will be given to current or former teachers, substitute teachers, or students pursuing Masters or Doctorate degrees in subjects applicable to JFG's 21st CCLC objectives. JFG's 21st CCLC Independent Evaluator will also be required to pass a security background check and fingerprint security clearance.

The overall evaluation will be the collaborative responsibility of the Program Director and independent evaluator, in cooperation with 21st CCLC Site Coordinators and Principals. The evaluator will ensure that plans and processes for data collection are aligned with student privacy, will collect and compile all data for 21st CCLC program activities, and will share evaluation data and progress benchmarks with program and agency leadership.

JFG's 21st CCLC program evaluation plan includes audits of processes and implementation, program content and outcomes, and a formative evaluation to identify areas of opportunity and guide program revisions.

Evaluation Components	Evaluation Focus	Data Sources	Collection Points
Before/After School Academics	ELA, Math, Science	iReady, STAR, Science Assessments	Quarterly, beginning in Fall
Before/After School Enrichment	Positive behavior, conflict-resolution, inclusion, leadership	KidzLit assessments, behavior reports, and/or other surveys or assessments	Beginning, Mid, and End of Academic year, and beginning/end of summer
Summer Academics	ELA, Math, Science, Technology	iReady, STAR, or other assessments as determined by Center and Program Coordinators	Beginning and end of summer with possible progress measure at 25 days (mid-program)
Summer Enrichment	Positive behavior, conflict-resolution, inclusion, leadership	KidzLit assessments, behavior reports, and/or other surveys or assessments	Beginning and end of summer with possible progress measure at 25 days (mid-program)
Scholastic Saturdays	ELA, Math, Science, Technology	iReady or STAR	Quarterly, beginning fall, with comparisons between non-CCLC participants
Parent Support Initiatives	Parent engagement, education, and relationships with staff	Attendance logs, progress reports, student records, and/or observational assessments	Biannually, beginning spring

3.7 Approved Program Activities

Activities supporting academic objectives will be planned by each Center Coordinator and delivered to K-8th grade girls by 21st CCLC Interventionists for approximately 30 minutes before school, a minimum of 30 minutes after school, and a minimum of 2 hours on non-school days. 21st CCLC-supported academic enrichment will occur in rotation during program blocks, and girls at 2 or more years below grade level have multiple opportunities for up to 1.5 hours each day (cumulatively) of individualized support. ELA, Math, and Science are the primary focus of 24 Scholastic Saturdays, where girls enjoy a 3-hour learning session that motivates exploration and

discovery through technology, chemistry, mathematics, and languages. Student to teacher ratios are consistently at 1:5 or below for push-in/pull-out services that provide one-on-one instruction or focused activities or project-based learning in small groups of 2-4 students. Individual student needs will drive objective content and frequency of activities 21st CCLC academic activities, and students will be grouped by grade levels to best facilitate peer-to-peer learning and interaction. Program Coordinators will collaborate with 21st CCLC Interventionists and additional program staff to reinforce and support current classroom activities with the continuation of lesson content in after-school components.

Language Arts and Reading Standards: Activities related to reading, language arts, and literacy will be tailored to meet the needs of our girls, and will focus on reading obstacles that include vocabulary, fluency, and confidence. Center Coordinators and Program Instructors will facilitate a variety of activities and employ a diverse range of teaching modalities to meet the learning styles of all students.

Mathematics: Activities related to math will also be designed to meet the individual needs of students at each of JFG three sites. Instructors will employ age-appropriate curriculum that targets problem areas related to key mathematic concepts, problem solving, fractions, place values, and quantitative reasoning skills, and will utilize interactive technology and software available for math games and practice tests.

Science: JFG emphasizes STEM priorities in its gender-focused academic practices, and engages students in hands-on, experiential approaches in science, technology, engineering, and math. Girls will experience the life cycles and metamorphic phases of butterflies in their own classroom conservatory, will explore engineering concepts to combine elements of functionality and aesthetics in mock bridges and popsicle-stick architecture, and will nurture the first student-led "Mobile Garden" in Manatee County from seed to fruit; promoting discoveries in earth and environmental sciences, and inspiring the community with their creative innovations.

Tutoring/Homework Help: Tutoring and homework help will be available to girls above and beyond 21st CCLC-identified academic objectives. Reinforcing concepts and repeating instruction as needed will assist girls in completing challenging homework assignments under the guidance and coordination of school and after-school staff.

Academic Enrichment and Character Development: Enrichment and development activities occur under both formal and informal structures and in partnership with supporting agencies, businesses, and individuals to promote service learning, project-based learning, health and wellness, cultural awareness, empathy, resilience, and leadership. Past collaborations include Sarasota-Manatee Association for Riding Therapy (SMART) for equine-facilitated experiential learning to encourage confidence, empathy, and leadership; community services, beach clean-up days, and neighborhood or campus beautification projects in cooperation with MOTE Marine Laboratory and Aquarium, Longboat Key Garden Club, and University Park Women's Club; educational field trips to museums, theatres, music or dance performances and studios, college campuses, and businesses to promote art appreciation, cultural awareness, continued education, and career aspirations.

Parent Support Initiatives (PSI): JFG's collaborative program model includes education initiatives with a multi-generational impact. Parent support workshops occur on parent-preferred evenings 12 times a year in rotation at JFG's 3 Leadership and Learning Centers. These workshops focus on topics of interest or need as indicated by parent survey, and are presented in 1 to 1.5-hour workshops to educate, inform, and engage parents in academic objectives, learning techniques, and home support for struggling learners. PSI events also include workshops and seminars offering resources and support for financial planning and budgeting on fixed or limited incomes, legal resources for divorce, custody, or child support, human trafficking and cybersafety concerns affecting young girls, substance abuse prevention, escape from domestic abuse, and transitional housing for homeless or housing-insecure families.

3.8 Applicant's Experience and Capacity

Just for Girls is entering its 50th year of administering effective and successful programs to over 500 underserved girls in our communities. Transparency, oversight, and proper stewardship have been required components for numerous federal, state, and private grant agreements, all of which require the utmost security and accuracy in collecting, analyzing, reporting, and maintaining program data. These programs and initiatives have been conducted and completed with the highest levels of assurance and fidelity possible given by independent and objective evaluators and program auditors.

As part of its continuous evolution to meet the unique needs of today's students, JFG evaluates trends in the achievement of academic and behavior benchmarks to identify additional areas of need or gaps in support. One 3rd-grade case study achieved 2 consecutive years of reading progress that fell 20% below her targeted growth. In her first year of enrollment at JFG Elementary, she achieved 160% of her targeted reading progress and recovered 2 years of deficits in just one 9-month academic period. In 2016-2017, JFG compared the attendance rates, reading scores, and math scores of returning JFG alumni with newly enrolled students, and the results were exciting:

- 1st year JFG students averaged a daily attendance rate of 90%. 2nd year JFG students averaged a daily attendance rate of 95%. 3rd year JFG students achieved an attendance rate of 97%.
- 1st year students achieved an average of 21 points in reading growth, and 17 points in math progress. 2nd year students achieved an average of 34 points in reading growth, and 22 points in math progress. 3rd year students achieved an average of 45 points in reading growth, and 31 points in math progress.

Additional data points that reinforced JFG's program priorities included:

- In just one year at JFG Elementary, 35 struggling students exceeded the growth required to reach their next targeted reading level.
- Girls who regularly participated in JFG's first year of Scholastic Saturdays achieved an average reading gain 58 points higher than their comparable peers who did not participate in Scholastic Saturdays.

JFG relies heavily on progress measures to determine rates of growth and predictive academic recovery timelines to assist girls with realistic and achievable goals for proficiency – and excellence. JFG's Executive Director has over 40 years of managerial experience in youth and child development services, and has led Just for Girls through notable growth and program refinement for 30 of those years. During this time, JFG expanded operations to 3 Leadership and Learning Centers, improved and refined before and after school programming, added alternative education programs serving K-8th grades, and developed additional literacy and academic support services, making Just for Girls a model program for gender-focused prevention education programs. Annual financial audits have consistently rendered the opinion that JFG's financial statements are presented fairly, in all material respects, and in conformity with accounting principles generally accepted in the United States, and reinforce JFG's commitment to the highest standards of governance, fiscal responsibility, and program quality.

Just for Girls' organizational structure and tenured senior staff leverages the appropriate experience, personnel, and resources for immediate implementation of JFG's 21st CCLC program. JFG Elementary and Middle Principals are developing schedules and lesson plans based on curriculum benchmarks and anticipated areas of academic challenge, and will assist with evaluating necessary qualifications for additional staff with the experience and drive necessary to bring success to JFG's 21st CCLC Program. JFG's 50-year history of proven effectiveness is marked by 5 decades of awards and recognition, including:

Award Given: Florida PBIS 'Silver School' Award **Awarding Agency:** Florida Positive Behavioral Interventions & Support Project & FL Department of Education's Bureau of Exceptional Education and Student Services **Year Awarded:** 2016

Award Given: Best Practices in Inclusive Education **Awarding Agency:** Florida Diagnostic & Learning Resources System **Year Awarded:** 2015

Award Given: Youth and Children's Services Nonprofit of the Year **Awarding Agency:** Tampa Bay Business Journal **Year Awarded:** 2014

Award Given: Promising Programs and Strategies **Awarding Agency:** U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention **Year Awarded:** 2005

Award Given: Governor's Substance Abuse Best Practices Award **Awarding Agency:** Florida Department of Children and Families (DCF), and Florida Alcohol and Drug Abuse Association (FADAA) **Year Awarded:** 2003

Award Given: Top-Ranked Agency Providing Child Care Services in Manatee County
Awarding Agency: University of South Florida, Department of Education **Year Awarded:** 2001

Award Given: Shining Stars: Prevention Programs That Work **Awarding Agency:** U.S. Department of Education, Drug-Free Communities and Schools Recognition Program
Year Awarded: 1994

3.9 Staffing & Professional Development

JFG's 21st CCLC Program Director, Bill Campbell, will be responsible for oversight and compliance, and will serve as the primary contact for FDOE in all matters related to the 21st CCLC program. Mr. Campbell is among the tenured certified teaching staff at Just for Girls, previously supporting our elementary girls with classroom instruction, technology and coding courses, test administration, and providing tech support and data security for JFG's leadership teams. 21st CCLC Program Director will be responsible for managing and implementing program components, and will facilitate communications between agency leadership, program evaluator(s), and 21st CCLC program staff. Two collaboration liaisons have been identified to serve as 21st CCLC Interventionists, and are cooperative representatives for each school targeted. 21st CCLC Interventionists are responsible for ensuring active collaboration and open communication for planning and implementation between schools and 21st CCLC program sites, as well as the delivery of targeted academic objectives based on individually-identified areas of need for each girl. 21st CCLC Center Coordinators have been identified, and are responsible for the daily operation, coordination, and delivery of services, in addition to the collection of all applicable measures to be reported as required to the Contracts Manager.

3.9.b. Professional Development

Just for Girls supports the continued education and professional development of all staff in 21st CCLC-applicable fields. All program staff participates in annual professional development and performance reviews. The 21st CCLC Program Director will participate in the required statewide training and will conduct trainings with program staff. Staff trainings may include, but are not limited to: sponsored youth development courses or workshops; training related to state academic standards or progress rubrics; objectives, priorities, or initiatives; youth safety and vulnerable risk factors; effective classroom conduct, instructional modalities and techniques,

overviews of curriculum, developing effective assessments, and any accredited instruction related to early childhood development and social or behavioral sciences.

3.10 Facilities

JFG's 21st CCLC Program will occur onsite at JFG's 3 Leadership and Learning Centers located in East, West, and North Manatee County. JFG centers are located in low-income areas where the majority of our targeted population live and work, and are easily accessible to a majority of the families we serve. Each JFG Leadership and Learning Center has a secured entrance, cafeteria and kitchen, multi-purpose room, library, computer lab and media center, classrooms, art room, music room, and outdoor recreation areas with security fencing to keep girls safe during structured and unstructured play. Administrative and program leadership offices are secured for the safekeeping of student files, equipment, materials, and supplies; and security lights and cameras are installed to act as deterrents against theft or vandalism.

The maximum occupancy for each center varies with a maximum occupancy of 63 at JFG North, 197 at JFG West, and 300 at JFG East. Facilities are accessible to parents and students from 6:30 am – 6:00 pm Monday-Friday, and on designated Scholastic Saturdays from 10:00 am – 1:00 pm. Entrance doors are locked to incoming visitors for security during program hours, and each center has a bell installed to notify front desk staff of an arrival. Each center requires visitors to sign in and have a driver's license or state-issued picture ID. Attendance is monitored daily via sign-in sheets/attendance rosters, and students must be signed-out by a parent, guardian, or other authorized adult. JFG centers are accessible to individuals with disabilities, and are equipped with handicap-accessible features and modifiable environments to reasonably accommodate a variety of physical or developmental needs.

For 49 years, JFG has been exempt from DCF licensing, and is currently in the process of obtaining determinations for licensing from DCF. Applications for all three JFG centers were submitted on June 15th, fees paid, site visits conducted, and approval is expected within 90 days, or September 15th, as per DCF's timeline.

3.11 Safety and Student Transportation

Just for Girls is committed to the safety and security of our girls, and each site maintains student safety through structured activities supervised by well-trained and caring staff. Students are monitored between transitions and classes, upon arrival and dismissal, and follow first-responder and district-established procedures for student safety in emergency situations. Safety drills are regularly practiced during program hours, and all JFG sites are in compliance with fire marshal requirements.

As referenced in narratives describing facilities, JFG Centers are secure with entrances that remain locked to incoming visitors during program hours. In addition, each elementary classroom has the capacity to be self-contained with a bathroom and running water in individual classrooms, locking doors, and emergency communication procedures in case of lock-down or criminal neighborhood activity. JFG regularly participates in fire drills, active crisis drills, and situational awareness drills at all centers.

Additional staff or parent chaperones accompany girls on field trips off-site to maintain a minimum adult to student ratio of 1:10, and attendance counts are taken at every transition point away from campus. Students most often arrive at JFG centers with a parent or guardian who signs them in upon arrival, and are most often picked up and signed-out by parents and guardians who are familiar to and recognized by JFG program staff.

All JFG staff are fingerprinted and required to undergo background checks and reference screenings. JFG staff are required to complete annual renewals for HIV/AIDS and blood borne pathogens as well as CPR training for designated direct-services staff. JFG's transportation initiative, Girls Arriving Safely (GAS) provides safe, reliable transportation to and from school or between JFG centers. Drivers must have the appropriate CDL and clean DMV records, and must also pass a background check. JFG vehicles are regularly maintained and serviced, with procedures for vehicle rotation, repair, or replacement.

3.12 Partnerships, Collaboration and Sustainability

Partnerships: JFG has acquired MOUs or Letters of Commitment from authorized representatives of Manatee County School District, JFG Elementary, JFG Middle, Suncoast Campaign for Grade-Level Reading, University Park Women's Club, and the American Association of University Women for 21st CCLC-related components. JFG collaborates with the Manatee County School District for Title I funding, prevention education programs, and participation in the federal free and reduced price lunch program. JFG partners with JFG Elementary and JFG Middle for program consistency and refinement of academic objectives and methodologies. JFG collaborates with the Suncoast Campaign for Grade-Level Reading to provide literacy-focused activities and incentives to read during out of school time when girls are most vulnerable to summer slide. The University Park Women's Club supports JFG Elementary students through volunteer tutors, enrichment activities, holiday parties, and sponsors classroom furnishings and the AAUW supports JFG Middle with volunteer tutors, professional mentors, academic enrichment, and positive behavior incentives. JFG also collaborates with other local nonprofits to share transportation resources, participate in family support and wellness programs, promote academic progress and proficiency, and identify additional need or supplemental support for populations served by one or more support services program.

Collaboration: Just for Girls has collaborated with JFG Middle since before it opened its doors to at-risk 6th-8th grade girls in 1993. The success of JFG Middle's alternative education program became the impetus for JFG Elementary, which opened in 2012. Both programs were developed to provide support for girls at high risk for victimization, abuse, truancy, chronic absences, toxic stress, sexual promiscuity, and alarming rates of academic failure.

To develop more meaningful and effective relationships between both arms of the organization, JFG is refining its strategies to embrace students with consistency and continuity of academic priorities. The collaboration liaisons for both schools will operate with the authority to facilitate consultations and feedback sessions with all appropriate program staff to develop or refine program expectations, objective measures, academic enrichment activities, behavior and performance incentives. School administrators agree to provide sample curriculum and curriculum recommendations, certified teaching staff for 21st CCLC academic objective components, curriculum-consistent lesson plans and activity suggestions, as well as sample assessments and additional resources as needed for the success of 21st CCLC students.

JFG Elementary Principal and Certified Teachers will plan and implement lessons and activities for Scholastic Saturdays, ensuring that Scholastic Saturday staff are informed of expectations and prepared for lesson components prior to arrival.

21st CCLC program staff will be identified on an intra-agency chart listing contact emails and phone numbers as well as basic roles and responsibilities under the 21st CCLC measures. For the duration of the 21st CCLC program, all program staff and school leadership agree to maintain open-door policies for one another as well as 21st CCLC stakeholders and independent evaluators. This open-door policy ensures that 21st CCLC program staff experience no barriers

to communication and collaboration as frequently as needed to establish a strong, successful program.

Sustainability: Just for Girls' 5-year plan includes several long-term goals to ensure that JFG programs continue in perpetuity for any girl in need. JFG's Smart Growth Initiatives campaign supports strengthened and expanded centers to improve capacity, efficiency, neighborhood aesthetics, and increased services to underserved communities, as well as critical transportation and technology programs to provide educational equity and equal-access for disadvantaged girls.

Industry leaders and policy-makers agree that the percentage of federal funding available for these initiatives is insufficient and that education initiatives outside of the public school system are necessary to yield large returns in the form of a more productive workforce as well as taxpayer dollars relieved from mental and physical health, public assistance and the criminal justice systems. Just for Girls incorporates multiple proven strategies, offering wraparound services to focus on the whole child with education, alternative and interactive curriculum development, skill-building and job readiness, access to technology, and parent support initiatives. In 2015, The Bill & Melinda Gates Foundation recognized in their annual letter that "when women and girls are healthy, educated, empowered and able to work, everyone wins." Projects and programs such as 'No Child Left Behind' and 'Promise Neighborhoods' were enacted by the federal government to circumvent low-income barriers to quality education, but this patchwork system presents large gaps in aid for those without additional resources to achieve independence.

JFG's 21st CCLC Advisory Board will consist of at least 2 parents, 2 current or alumni students, 1 teacher or staff member from JFG Elementary and 1 from JFG Middle, 1 teacher or staff

member from JFG's before/after school or summer program, and 1 21st CCLC Program Director or Collaboration Liaison. Additional members of the 21st CCLC Advisory Board may also include members from JFG's board of directors, who are community and civic leaders with extensive legal, financial, development, and public service expertise as well as retired educators and youth development professionals. This advisory board will meet once per quarter to review results data and progress benchmarks for program evaluation, and delegate roles in the active pursuit of resources to implement core components necessary to JFG's 10-year plan for self-sustainability.

Just for Girls' long-term commitment began with a grassroots effort in 1968, which led to the establishment of 3 Leadership and Learning Centers and 2 schools with the highest concentration of poverty and academic failure in our region. JFG's top goal is to transform impoverished and undereducated girls and their families into an educated and trained workforce contributing to the exponential success of our communities. We offer strategies in 7 areas to transform poverty into prosperity.

- Research and Development is at the heart of our model, supporting strategic planning, implementation, monitoring and evaluation, training and development throughout focused initiatives.

- Programs to serve impoverished and in-crisis populations with academic, objectives-based programs before and after school, during summer and out of school days, through accelerated Elementary and Middle school education, emotional and physical health and nutrition, technology, and student transportation.

- Education services that include responsive classrooms, amelioration of trauma-reactive behaviors or chronic stress, prevention and redirection of symptomatic risk behaviors,

technology-supported learning and computer coding programs, emotional and developmental support, coping, resiliency, and leadership skills.

-Family resources to offer skill building, language and literacy, parenting and child development education, technology and job training.

-Strengthening Infrastructure and expansion of facilities, technology, equipment, and programming.

-Sustainable Practices, efficient buildings, and renewable energy production and distribution.

-Renewable Revenue from curriculum development and publishing, product and job development, marketing and outreach.

JFG's sustainable model includes education initiatives with a multi-generational impact, as well as programs to combat poor development, health and nutrition, transportation barriers, underemployment, and emotional isolation within our poorest demographics. Through academic programs, curriculum development, skill-building for girls and parents, product development and entrepreneurship, and resources for programming emulation throughout the nation, JFG is poised to change the landscape for girls living in poverty by presenting unrealized potential with very real opportunities.

Cohort 17 (2018-19) RFP Scope of Work/Narrative Addendum

Agency Name:

Manatee County Girls Club Inc. dba Just for Girls

Project Number:

NOD-2449B-9PCC1

Program Name:

Just for Girls 21st CCLC

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

This change includes: Additions Deletions Both

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

3.1 Project Summary

- Adjust number of students from 59 to 55 for grades K-5
- Program will not serve Middle School only Elementary
- Program will operate at East Leadership and Learning Center only

3.2 Community Notice and Needs Assessment

There are no eligible private schools in the immediate JFG East service area. There is only one private school in the extended JFG-East service area, and initial inquiries with Tabernacle Christian School determined that their student body does not meet the economic or academic need for intervention

- The non-public sector enrolls just over 10% of the students in the county and includes Christian, Catholic, Montessori and Independent schools. These schools will be notified via email of the planned 21st Century program at JFG's East Leadership Center and their students, teachers and other educational personnel, after consultation and on an equitable basis be offered special educational services or other benefits that address their needs under the program

3.3 Dissemination of Information

- Position Title Change: Technology and Data Safety Administrator to MIS/Security Tech Director

3.4 Target Population, Recruitment and Retention

- Program will only serve students attending Just for Girls Elementary
- Just for Girls prohibits discrimination or harassment based on race, color, religion, sex, national origin, age, disability or marital status. JFG's highly qualified staff and responsive programs accommodate a wide variety of cognitive, emotional and physical disabilities. JFG makes every effort to provide equal access to its programs and services, and works with parents and guardians to determine the most effective methods of techniques for active engagement and/or modifies program delivery as needed on an individual basis.

3.5 Times and Frequency of Activities

- JFG's 21st CCLC program will offer the following activity plans to support its academic objectives:
 - 1) Read-A-Louds in small groups, individual and one-on-one reading exercises, and tutoring or homework help. ESL, ELL, and students with 2 or more years of reading delays are given priority for push-in/pull-out attention and focus during activity rotations for 30 minutes to 1 hour between 6:30am and 9:00 am, and for 30 minutes to 1 hour between 4:00pm and 6:00pm, Monday-Friday, and-for 3 hours on 7 of 24 Scholastic Saturdays. Activities target challenge areas in reading and English Language Arts to build competency and confidence during school day learning. All ELA activities follow Manatee County School District standards.
 - 2) Math-related activities in small groups, individual and one-on-one exercises, tutoring and homework help as needed on an individual or collective basis. Girls with deficits of 2 years or more are given priority for push-in/pull-out focus in rotation. After school activities may also include math games, guest speakers, or workshops related to mathematic practices, applications, or future careers. These activities occur for 30 minutes to 1 hour before school and up to 1

hour after school as identified by need and priority, and for 3 hours on 7 of 24 Scholastic Saturdays. Reading objectives are included as a secondary component of both math and science progress.

- 3) STEM-related activities, lessons, or exercises in collaboration with grade-level elementary curriculum with secondary objective for reading practice exercises throughout lessons and applications. Activities include hands-on use of scientific method, seed germination, butterfly gardens, and interactive technology and age-appropriate, science-related software programs. These activities will occur for 1 hour Monday-Friday and for 1 hour on 5 of 24 Scholastic Saturdays.
- 4) Additional academic support daily in individualized areas of identified need including ELA writing, ELA Reading, Math, Science, and/or Social Studies and History. Activities vary from one-on-one guidance, small group study, peer mentorship, interactive technology-based lessons, and are dependent on student learning styles and areas of need. ELL, ESL, and deficient readers in 2nd grade are also targeted for this measure in anticipation of 2 cycles necessary to achieve sufficient accelerated gains to recover learning losses for 3rd grade promotion. These activities occur for 30 minutes between 6:30am – 9:00am Monday-Friday (5x per week), 30 minutes to 1 hour between 4:00pm – 6:00pm Monday-Friday (5x per week), and for 1 hour Monday-Friday (5x per week) for the 43 days of summer preceding 3rd grade.
- 5) Positive affirmation, reinforcement of expectations, and validation of positive character traits. KidzLit curriculum is used for reading exercises with content focused on empathy, inclusion, compassion, and leadership skills. These activities occur for 30 minutes between 6:30am – 9:00am Monday-Friday (5x per week), and 30 minutes between 4:00pm – 6:00pm Monday-Friday (5x per week), and for 30 minutes Monday-Friday (5x per week) for 43 days of summer.
- 6) Positive affirmation, reinforcement of expectations, and validation of positive character traits. Expectations for appropriate conduct are reinforced daily, and girls are taught to identify, redirect, and reflect on options for conflict-resolution in isolated grades or one-on-one guidance. Staff intervention results in reports to parents/guardians, and school records when appropriate. These activities occur for 30 minutes between 6:30am – 9:00am Monday-Friday (5x per week), and 30 minutes between 4:00pm – 6:00pm Monday-Friday (5x per week), and for 30 minutes Monday-Friday (5x per week) for 50 days of summer.
- 7) Homework assistance and academic subject-specific support before school. Activities also include peer mentoring and incentivized enrichment activities for meeting academic and behavior targets. These activities occur for 30 minutes between 6:30am – 9:00am Monday-Friday (5x per week), and 1 hour between 4:00pm – 6:00pm Monday-Friday (5x per week), and for 1.5 hours (cumulatively) Monday-Friday (5x per week) for 43 days of summer.
- 8) Parent conferences and meetings to discuss progress and opportunities for effective engagement and staff is available to parents daily. Industry professionals and community agencies present 1 hour workshops on topics applicable to our parent demographic including balancing budgets, applying for legal assistance or benefits, child development and parenting techniques, cyber safety and bullying awareness, and a variety of community programs and resources available to ameliorate risk factors and support the needs of parents and their children. These activities occur in the evenings when parents are released from work, and provide dinner for parents and children to ease the burden on working parents who could not otherwise attend. Parent Support workshops occur from 5:00pm-6:00pm (1 hour), at least 5 times per year. Opportunities for parent engagement occur daily at drop-off, pick-up, or scheduled conferences with staff, and academic and behavioral progress is reported to parents weekly. Parents are also invited to attend and participate in Scholastic Saturdays, occurring for 3 hours on 24 select Saturdays throughout the year.

3.6 Program Evaluation

- The overall evaluation will be the collaborative responsibility of the Project Director and Independent Evaluator, in cooperation with 21st CCLC Center Director and Principal. The Evaluator will ensure that plans and processes for data collection are aligned with student privacy, will collect and compile all data for 21st CCLC program activities, and will share evaluation data and progress benchmarks with program and agency leadership.

- Data Sources adjusted for Academics from iReady, Star, Science Assessments to Report Cards

Evaluation Components	Evaluation Focus	Data Sources	Collection Points
Before/After School Academics	ELA, Math, Science	Report Cards	Quarterly

3.7 Approved Program Activities

- Activities planned and delivered to K-5 and not K-8
- PSI will not rotate to other centers, they will all be offered at JFG East Leadership and Learning Center

3.9 Staffing & Professional Development

- JFG's 21st CCLC Project Director, Alexdrena Green, will be responsible for oversight and compliance, and will serve as the primary contact for FDOE in all matters related to the 21st CCLC program. 21st CCLC Project Director will be responsible for managing and implementing program components, and will facilitate communications between agency leadership, program evaluator(s), and 21st CCLC program staff. A collaboration liaison has been identified to serve as the Interventionist Professional. The Interventionist is a cooperative representative for JFG. The Interventionist is responsible for ensuring active collaboration and open communication in planning and implementation of services between school and 21st CCLC program.

3.10 Facilities

- The maximum Department of Children and Families licensed capacity for JFG East is 105.
- Provisional Child Care Facility Certificate of License C12MA0324 was issued on October 29, 2018.

3.12 Partnerships, Collaboration and Sustainability

- JFG's 21st CCLC Advisory Board will consist of at least (2) parents, (2) current or alumni students, (1) teacher or staff member from JFG Elementary and (1) teacher or staff member from JFG's out-of-school time programs, and (1) 21st CCLC Project Director or Collaboration Liaison. Additional members of the 21st CCLC Advisory Board may also include members from



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Measurable Objectives and Assessments

Manatee County Girls Club (Cohort 17) – NOD-2449B-9PCC1

STATEWIDE STANDARD OBJECTIVES

Academic Objectives in Core Subjects (All Programs)

Objective Domain Area	Objective 1: English Language Arts/Writing	Objective 2: Mathematics	Objective 3: Science
Objective Narrative	Improve English Language Arts performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve mathematics to a satisfactory level or above or maintain an above satisfactory level of performance.	Improve science to a satisfactory level or above or maintain an above satisfactory level of performance.
Objective Assessment	40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	40% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.	40% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Measure	Academic Report Card Grades	Academic Report Card Grades	Academic Report Card Grades
Standard for Success for graded courses using A-F grading scale	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)
Student Grade Groups Measured	All grade levels	All grade levels	All grade levels
Benchmark	40	40	40
Justify the Benchmark	CCLC-targeted students are struggling and remedial learners with severe deficits of 2-3 years. These students consistently achieve targeted learning gains, however, these compounded, multi-year learning losses require multiple years of accelerated learning gains for full recovery. Last year, 55% of girls achieved targeted gains, but less than 20% achieved proficiency.	CCLC-targeted students are struggling and remedial learners with severe deficits of 2-3 years. These students consistently achieve targeted learning gains, however, these compounded, multi-year learning losses require multiple years of accelerated learning gains for full recovery. Last year, 39% of JFG girls achieved their mathematic learning gains, but only 33% were on or above grade level.	Reading and mathematics deficiencies inform JFG's benchmarks for progress and in science. Last year, 39% of JFG Elementary girls achieved their targeted learning gains in science, but only 31% were on or above grade level.
Person(s) Responsible for Data Collection	Project Director Regular School-Day Teachers JFGE Principal	Project Director Regular School-Day Teachers JFGE Principal	Project Director Regular School-Day Teachers JFGE Principal
Plan for Obtaining Data	JFGE Principal will collect completed Academic Report Cards from the Regular School Day Teacher within 5 days of the close of the 9 week grading period and provide the hard copy data to the Project Director.	JFGE Principal will collect completed Academic Report Cards from the Regular School Day Teacher within 5 days of the close of the 9 week grading period and provide the hard copy data to the Project Director.	JFGE Principal will collect completed Academic Report Cards from the Regular School Day Teacher within 5 days of the close of the 9 week grading period and provide the hard copy data to the Project Director.
Data Collection Points	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.	Academic grades for quarters 1, 2, and 4.



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Mid-Year Change Measured	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.	Change in academic grades from quarter 1 to quarter 2.
End-of-Year Change Measured	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.	Change in academic grades from quarter 1 to quarter 4.

Objectives for Academic Benchmarks (All Programs)

Objective Domain Area	Objective 4a: Third Grade Promotion		
Objective Narrative	Improve the third-grade promotion rate based on Florida Standard Assessment (FSA) requirements.		
Objective Assessment	65% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.		
Measure	FSA Score		
Standard for Success	Students achieve an FSA score sufficient to achieve promotion to fourth grade.		
Student Grade Groups Measured	3rd Grade		
Benchmark	65		
Justify the Benchmark	Based on the FSA data for English/Language Arts and the criteria for third grade promotion using FSA (score of Level 2 or above), the percentage of third grade students from Just for Girls Elementary that met the standard of success was 57%. It is believed that a benchmark of 65% would be challenging yet achievable over the course of the funding period.		
Person(s) Responsible for Data Collection	Manatee County School District JFGE Principal Project Director		
Plan for Obtaining Data	Data released to District, District releases to Principal and Principal provides to Program Director.		
Data Collection Points	December, End of School Year		
Mid-Year Change Measured	Progress monitoring assessment, if applicable		
End-of-Year Change Measured	FSA Score		



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APPLICANT-SPECIFIED OBJECTIVES

Objective 5: Personal Enrichment (All Programs)

Objective Narrative	demonstrate application of positive character trait
Domain Area	Personal Enrichment – Behavior & Problem-Solving
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	85% of regularly participating students will demonstrate their application of positive character traits as measured by observational assessment
Benchmark(s)	85
Justify the Benchmark(s)	This benchmark is realistically achievable based on past results and current program benchmarks of the Just for Girls schools. The proposed benchmark would illustrate a 10% increase in empathetic behaviors and conflict-resolution skills and result in 80-90% of regularly participating students demonstrating consistent redirection of symptomatic behaviors.
Content Area	application of positive character traits
Participant Group	regularly participating students
Intended Program Impact for Each Measure	demonstrate
Measure Category	observational assessment
Name of the Measure If unknown, provide details on the type.	Behavior Tracking Rubric
Plan for Mid-Year Progress for Each Measure	By mid-year, girls will progress from one level of character practices to another. Girls progress from "Beginning" to "Developing" Behaviors or Girls progress from "Developing" to "Accomplished". Trends in positive behaviors and character traits will begin to emerge from quarterly behavior reports. Quantitative data from pre-assessments (Quarter 1) and mid-assessments (Quarter 2) will be used for comparison in determining progress at mid-year.
Plan for End-of-Year Performance for Each Measure	By End-of-Year, girls will progress from one level of character practices to another. Girls will be fully immersed and display "Accomplished" Behaviors. Girls progress from "Developing" to "Accomplished". Trends in positive behaviors and character traits will begin to emerge from quarterly behavior reports. Quantitative data from pre-assessment (Quarter 1 or initial quarter) and post-assessments (Quarter 4) will be used for comparison in determining progress and content master from beginning to end of monitoring period.
Plan for Obtaining Data for Each Measure	Program Coordinator collects and compiles empathy and problem-solving assessments and student behavior reports quarterly. These reports are submitted to the Project Director for inclusion with all quarterly data reports.

Objective 6: Personal Enrichment (If Serving Elementary Programs)

Objective Narrative	maintain high performance or improve disciplinary problems
Domain Area	Personal Enrichment - Behavior & Problem-Solving
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	85% of regularly participating students will maintain high performance or improve their disciplinary problems as measured by logs.
Benchmark(s)	85



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Justify the Benchmark(s)	Violence prevention, conflict-resolution, and positive conduct are protective factors critical to the 21 st CCLC-targeted demographic. JFG's positive behavior support-based programs have consistently resulted in high achievement for measures in conflict redirection, resolution, and prevention. Prior JFG results for similar behavior related benchmark, suggest that 80-90% consistently achieve, therefore we used those as the standard for more specific behavior measures such as this.
Content Area	disciplinary problems
Participant Group	regularly participating students
Intended Program Impact for Each Measure	maintain high performance or improve
Measure Category	logs
Name of the Measure If unknown, provide details on the type.	Disciplinary Intervention records and/or Incident reports from Elementary School administrators.
Plan for Mid-Year Progress for Each Measure	Number of disciplinary actions, interventions, or conflict incidents reported to the district by JFG Elementary staff are assessed for trends between Q1 and Q2. School conflict reports are compared with trends in behavior data from CCLC Project Director for expanded analysis.
Plan for End-of-Year Performance for Each Measure	Number of disciplinary actions, interventions, or conflict incidents reported to the district by JFG Elementary staff are assessed for conflict reduction trends and compared between Q1 (initial quarter) and Q4 to determine progress and achievement of disciplinary goals. Additional comparisons between behavior results programs will be used to expand analysis or validate data points of interest for this objective.
Plan for Obtaining Data for Each Measure	JFGE Principal will provide detailed monthly student discipline logs to Project Director. The Project Director will combine the monthly data logs to illustrate quarterly performance.

Objective 7: Adult Family Services (All Programs)

Objective Narrative	demonstrate involvement in student education
Domain Area	Parental Involvement
Grade Levels Served	Elementary School Only
Student Grade Levels for Each Measure	K, 1 st , 2 nd , 3 rd , 4 th , 5 th
Objective Assessment	80% of adult family members of regularly participating students will demonstrate their involvement in student education as measured by observational assessment.
Benchmark(s)	80
Justify the Benchmark(s)	Historically, JFG Middle has consistently achieved 90-100% for parental involvement. This is a new measure for JFG Elementary, which is modeling its process after JFG Middle's successful parent engagement practices. An allowance of 10% was made for possible factors affecting tracking or implementation.
Content Area	involvement in student education
Participant Group	adult family members of regularly participating students
Intended Program Impact for Each Measure	increase
Measure Category	observational assessment
Name of the Measure If unknown, provide details on the type.	Communication and Participation logs for parent conferences, school functions and other active engagements
Plan for Mid-Year Progress for Each Measure	Parents' communication/participation logs (records and quantitative data) for involvement from beginning of year to the middle of the year will be collected from the regular school day teachers and JFGE Principal. The data will be compiled by Program Coordinator and shared with Project Director for analysis.



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Plan for End-of-Year Performance for Each Measure	Parents' communication/participation logs (records and quantitative data) for involvement from beginning of year to the end of the year will be collected from the regular school day teachers and JFGE Principal. The data will be compiled by Program Coordinator and shared with Project Director for analysis.
Plan for Obtaining Data for Each Measure	Regular School Day Teachers and JFGE Principal will provide Project Director with parent communication and engagement logs including details of communication outcome and level of engagement.

Appendix D: Funding and Operation

Site Name:		Manatee County Girls Club, Inc. dba Just For Girls East			
	Number of students that will receive 21st CCLC services PER DAY in the indicated components ¹	Average number of HOURS per DAY the program will operate the indicated component for student participants. ²	TOTAL Number of DAYS per YEAR the program will provide 21st CCLC services to student participants. ³	Funding Amount per student, per hour of daily operation.	Amount allowed per component (Maximum)
Before School Days	33	2.5	180	\$2.00	\$29,700.00
Afterschool Days	55	2.5	180	\$4.00	\$99,000.00
After School Days w/Transportation				\$5.00	\$0.00
Early Release Days	55	2.75	10	\$4.00	\$6,050.00
Weekend Days	12	3	24	\$4.00	\$3,456.00
Weekend Days with Transportation				\$5.00	\$0.00
Holidays and School Breaks (Winter and Spring)	55	11.5	18	\$6.00	\$68,310.00
Holidays and School Breaks (Winter and Spring) w/ Transportation				\$7.00	\$0.00
Summer	55	11.5	43	\$6.00	\$163,185.00
Summer w/ Transportation				\$7.00	\$0.00
Maximum Amount Allowed for this Center/Site:					\$369,701.00

¹ This is the total number of students that the program is proposing to serve for each component. If a program is proposing to some students with transportation and some without transportation, please divide the proposed amount between the two categories appropriately.

² To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation. Please review Section 2.5 of the RFP on programming minimums to inform the completion of this column.

³ The number of days per year for afterschool should not exceed the number of school days for the 2018-19 school year. The number of days per year for school breaks should not exceed the number of available days for school breaks.