

# 2018- 21<sup>st</sup> CCLC Grant Application

*Boys & Girls Clubs of Magic Valley  
partnering with  
Minidoka County School District*

## Needs Assessment

Elementary (K-5) students in the Minidoka County School District (MCSD) are desperately in need of after-school programming. There are limited supervised activities that exist to ensure students are safe and able to reach their full potential during non-school hours.

**1. Objective Data:** In 2000, the City completed its first formal Strategic Plan in which citizens identified the continuous need for youth programs in the community. Residents specifically identified the need for afterschool and summer programs for youth. Acequia Elementary (AE), Heyburn Elementary (HE), Paul Elementary (PE) and Rupert Elementary (RE), all of which are K-5, are located within the towns of Acequia, Heyburn, Paul, and Rupert that encompass Minidoka County, approximately 43 miles east of Twin Falls in the Mini-Cassia area.

Minidoka County School District (MCSD) is geographically located in a rural community, with a population of 20,155 that is driven by agriculture. It is part of the agricultural region of the Snake River Plain known as the Magic Valley, and is a few miles north of the Snake River. Minidoka County's median household income is \$44,853, below the state average of \$47,583. According to the Annie E. Casey Kids Count Data Center, 23% of Minidoka County Children live in poverty, 29% come from single-parent families compared to the 25% Idaho State average, and 44% of adults attained at least a high school diploma.

The 21st CCLC will serve students at RE, PE, HE, and AE in grades K-5 with priority enrollment given to those most in need of additional support. All four elementary schools are Title I schools. In the 2016/2017 school year: 74.6% of students K-5 at (RE), 67.5% (PE), 68.1% (HE) and 54.6% (AE) qualified for free & reduced lunch. The following percentages at each school fell below the proficiency levels in Math and ELA: (RE) 57.2%-Math, 54.8%-ELA, (PE) 51.8%-Math, 49.8%-ELA, (HE) 56.1%-Math, 51.6%-ELA, (AE) 61.7%-Math, 57.9%-ELA compared to the state average of 58.2%-Math and 48%-ELA. District wide 23.8% of all K-3rd grade students scored a one on the IRI (Idaho Reading Indicator), compared to the state average of 18.4%. (MCSD) there is a 73% graduation rate compared to 81% in Idaho.

According to South Central Public Health District, there is a 30-35% obesity rate in the Mini-Cassia area. 35.6% of Minidoka 3rd graders are categorized as overweight or obese. It is estimated that obesity has cost the Mini-Cassia area over \$8,000,000 in health care.

**2. Current Services Available:** The City operates the Tri-City Recreational Program for various sports activities and Paul Elementary offers an after school literacy intervention program three days a week; one hour after school. A two-week summer school tutoring program is offered at Paul Elementary. Literacy program services are only available to (PE) students who fell below the state standard for their grade level. After school services are not offered at the other three elementary schools, as well as, students needing extra help in Math. Half-day kindergarten is provided at each elementary with a paid full-day option offered only at (RE). Transportation has been identified as a barrier for after school academic activities as well as family and parent services.

**3. Target Population:** While elementary students at the four target schools are performing below proficiency, Hispanic students fare even worse. The Hispanic population at each school is AE: 35.4%, HE: 46%, PE: 46.5%, RE: 53%. 67.7% of Hispanic students district wide scored below proficient on the ELA and 76.5% below in Math. The achievement gap between Hispanic students and all students are Math ELA (RE), Math ELA (PE), Math ELA (HE), Math ELA (AE).

A survey to further gauge the need for a 21st CCLC was administered in December 2017 in English and Spanish to students, parents and teachers. Of the 67 teacher survey responses the following was identified: 75% of students experience significant summer learning loss, 65% of teachers feel that students experience the most significant summer learning loss in reading and math and 67% of students need help to complete their homework. Teachers also identified that the four most significant behavioral issues present at their schools were: class disruption, lack of parental support, absenteeism and bullying/fighting. Teachers determined that homework help and tutoring were very important for their students activities in an afterschool program. They also identified the need for parenting classes and adult ESL classes. Of the 257 students surveyed the following was identified: 26.7% of students don't participate in afterschool activities due to caring for younger siblings or other family members, 48.1% stated they witnessed or were bullied at their school, 49% said homework help was very important, 84.7% said they go home to play video games, use social media or watch tv, 43.8% don't participate in afterschool activities because non are available or others are too expensive, and 75% of students identified the need for family activity nights.

**4. Reducing Risk Factors:** BGC MV will provide a wide range of after-school curricula, activities, and best practices for out-of-school time developed by the Boys & Girls Clubs of America and implemented by BGC MV over the past 23 years. The five core areas of the Boys & Girls Club model mirror the primary areas of the 21st CCLC program: Education & Career Development, Health & Life Skills, Character & Leadership Development; Sports, Fitness & Recreation; and the Arts.

The following programs' activities will be provided at the proposed 21st CCLC's: 1) an integrated academic achievement program systematically linking school-day and before/after-school learning, with three main components: a) remedial educational activities, utilizing school-specific curricula designed to target deficiencies in all core subjects, especially reading and math; b) academic enrichment learning programs

involving high-yield learning activities in all core subjects with a focus on reading, math, and summer learning loss; and c) tutoring and homework help to build basic skills and improve classroom performance in all core subjects; 2) arts and music education activities; 3) half-day supplemental kindergarten program; 4) drug and violence prevention programs, counseling programs and character education programs; 5) technology education programs; 6) parental involvement and family literacy programs; 7) recreational activities; 8) assistance to students who have behavioral issues to allow them to improve their academic achievement; and 9) mentoring programs.

Program goals and objectives aligned to GPRA Obj. 1 & 2 will ensure the following activities meet the needs of students:

Goal 1: Improve Academic Performance

Obj. 1.1: 80% of regular participants, (attending the program 30 days or more) show improvement in ELA and Math.

Obj. 1.2: 80% of regular participants demonstrate an improvement in homework completion and classroom participation.

Goal 2: Improve Student Behavior

Obj. 2.1: 80% of regular participants will demonstrate an improvement in behavior.

Obj. 2.2: 80% of regular participants will have no more than one disciplinary referral.

Goal 3: Increase family engagement

Obj. 3.1: 50% of families of regular participants will participate in one family night per year.

Obj. 3.2: 60% of family activity participants will report an increased involvement in their child's education.

## Project Design

1.) Program goals and objectives aligned to GPRA Obj. 1 & 2 will ensure the following activities meet the needs of students:

**One-on-one tutoring** for students identified as needing extra support by teacher recommendations, state test scores and report card grades.

**Project Learn** is designed to build and reinforce academic skills through daily homework help for all participants not placed in tutoring. Following homework help and tutoring, all students will participate in High Yield Learning Activities (HYLAS), which are hands-on learning activities linked to academic standards.

**STEM** activities include project-based learning modules covering Energy, Electricity, Engineering Design, Food Chemistry, Aeronautics, Robotics and Coding.

**Summer Brain Gain** utilizes a project-based learning approach to reinforce skills in reading, writing, math and STEM over the summer session. Comprised of weekly modules, participants learn through discovery, creative expression, group work and a final project.

**Positive Action** increases student engagement in learning and develops positive behavioral skills. It utilizes a series of interactive lessons that empower students to collectively identify and choose actions to achieve their goals and be responsible community members.

**Triple Play**, a comprehensive health and wellness program developed in collaboration with the US Department of Human Services, features healthy habits, fitness challenges and social recreation helping students build skills in cooperation, sportsmanship, and conflict resolution.

Students will also participate in interest-based activities including drama, swimming lessons, bowling, sports, outdoor recreation, music, cooking, financial literacy, career exploration, life skills training, community service projects, cyber-safety, and SMART Girls, a small-group health, fitness, prevention/education and self-esteem enhancement program designed to meet the developmental needs of girls.

2.) During the academic piece of our daily program, staff will implement Waterford, a research-based program, to Kindergarten students. Waterford will help close the achievement gap, build critical skills, and reach all early learners. Open Court Reading Curriculum will be implemented to students in first through fifth grade. Daily HYLAs are designed to reinforce standards. For example, reading skills are reinforced with the HYLAs Drama Matters, where participants of reading age memorize and recite dialogues and scripts. To align to standards, students analyze text by reading a scene more than once to understand its meaning and compare and contrast characters' responses to events.

3.) Positive Action includes tools that foster effective family interaction and parent engagement to help parents learn skills for parenting family interaction and parent engagement to help parents learn skills for parenting, family management, and coping with life. Seven sessions of parenting classes will be offered over the academic year. In each session, the parents and students have separate classes with lessons that cover positive action concepts, then all groups come together to review the concepts and participate in an activity. Five Family Literacy Nights will be held focused on Math, STEM, and Family Achievement to recognize participation throughout the year and share with others in a peer networking roundtable. Utilizing proven curriculum from the National Center for Families Learning, including the "Family Time Machine" and "30 Days of Families Learning Together" will increase the cadence of directed activities that families can implement. Career Launch and Money Matters, both curriculum based programs, which integrate guest speakers and facilitators, will be adapted to incorporate parents learning along with their students.

4.) **Project Learn** is an evidence-based program featured in the OJJDP Model Programs Guide. An evaluation by Columbia University documented improved grades in reading, spelling, history, science, and social studies (Schinke 2000).

**Summer Brain Gain** underwent a multi-year evaluation documenting that participants experienced an increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading (Scuello & Wilkens 2015).

**Triple Play's** evaluation documented that youth participating in Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often and rate their peer interactions as more positive than non-participants.

**Positive Action** is rated an effective program by demonstrating positive outcomes in academic achievement, behavior, and family cohesion by four evidence-based program

registries, including the US Department of Education's *What Works Clearinghouse (WWC) (WWC 2007)*.

**5.)** The program will track attendance using KidTrax, a server-based system with remote desktop capabilities which allows emergency access from anywhere, to measure percent of regular attendees achieving objectives. Data for specific objectives is:

Obj 1.1: Semester report cards, annual state assessments.

Obj 1.2: Teacher surveys.

Obj. 2.1: Student, parent, & teacher surveys.

Obj 2.2: Monthly school discipline reports.

Obj 3.1: Family attendance sheets.

Obj 3.2: Student & parent surveys.

To meet GPRA Obj. 3, our evaluation includes formative assessments for the above objectives to measure progress throughout the year. 21st CCLC staff and school personnel will meet monthly to review data to ensure the activities are having a successful impact on participants. The Advisory Board (see Collaboration, question 2) will review all data quarterly to determine if the program is meeting student and family needs and recommend program improvements. Parent input and feedback on individual student performance will be obtained at Parent/Teacher conferences, PTO/PTA meetings, and Family Nights to better meet individual needs. Leads Learning Network will serve as the independent evaluator to analyze all data listed above and produce a summative evaluation report in year 3. The report will document whether the 21st CCLC has met program and state goals and objectives and recommend changes. The evaluator's expertise is detailed in the attached MOU.

**6.)** Our recruitment plan, detailed in the LOC, works in close coordination with the schools to provide numerous individualized outreach methods to enroll the target students. Regular daily attendance will be reached by offering activities based on the needs and interests of youth; providing program orientation for parents and youth; communicating and enforcing attendance and parent involvement policies; offering a program design that is distinct from the school-day program; offering students choices in interest-based, creative, HYLAs; involving youth in developing activities and leadership opportunities; inclusive environment for students and families; monthly communication with parents through newsletters, flyers, and progress reports; and offering incentives for attendance and participation.

## **Collaboration and Partnerships**

**1.) Prior Experience:** Boys & Girls Clubs of Magic Valley has a rich history of providing programs during out-of-school time in our local communities, and is tied to a national organization, Boys & Girls Clubs of America, which has been doing so for more than 150 years. BGCMV have been operating for 23 years, serving upwards of 3,000 youth ages 5-18 annually. BGCMV will be the primary applicant for 21st CCLC in partnership with the Minidoka County School District.

We have partnered with both the Twin Falls School District (2013-2018) and Buhl School District (2012-2017) to provide 21st CCLC programming to Magic Valley youth. Through these partnerships, we collaboratively operated 21st CCLC programs at three elementary schools within the Twin Falls School District and at Popplewell Elementary, Buhl Middle School and our Buhl Clubhouse. The 21st CCLC program was operated in the Buhl Boys & Girls Club facility. We worked in partnership with the districts to create programs, hire staff and shared the 21st CCLC Director position.

MCSD currently provides after school literacy intervention at Paul Elementary. **We need more info from MCDS on past or current AS programs.**

**2.) Community Advisory Board:** BGCMV has established an advisory board comprised of thirteen highly esteemed community members representing various businesses, city council members and parents of MCDS students. We plan to recruit two teachers, the principals at both Heyburn and Rupert Elementary, our BGCMV Rupert Unit Director, and local high school students to be a part of the advisory committee. The advisory board will meet quarterly to review data collected, gauge progress in meeting goals, and recommend changes to better meet the needs of students and families served.

**3.) Dissemination of Program:** Recruitment efforts will begin in August (or within two weeks of notification of an award). The 21CCLC Site Director will meet with school administrative staff to generate a list of students who didn't meet Common Core and/or Idaho Content Standards in reading and math the previous year, giving priority to those students in subgroups with the lowest percentages meeting standards (Hispanics, economically disadvantaged, and those with disabilities). The Site Director will reach out to parents of targeted youth through presentations, displays, and one-on-one meetings at school events such as school registration (in years 2-5), new student orientation, back-to-school open houses, and parent/teacher conferences. Teachers will receive copies of the list of targeted students along with procedures for referring families to the program. Program staff will collaborate with school staff to devise individualized plans for connecting with hard-to-reach parents. Using teachers who can champion the program to their peers during meetings is an effective recruitment strategy. Connecting parents of targeted youth with satisfied parents of youth already enrolled is also an effective recruitment strategy. Involving current participants in engaging presentations that target their peers and providing enrollment incentives and information packets to take home, followed up by phone calls to parents has been highly effective in recruiting new participants. The above recruitment strategies have proven successful through our previous 21st CCLC partnerships.

**4.) Coordination of Programs:** This project will coordinate with the USDA Child Nutrition program to provide daily snack afterschool and breakfast and lunch during the summer. The program will coordinate with relevant activities, especially those in family engagement. **(ask school district about other federally funded programs) transportation, facility use ( Rupert & Heyburn)**

**5.) Volunteers:** BGCMV works with a strong network of thirty community leaders and advocates looking to engage in solutions for their community. We will match current BGCMV volunteers to be recruited to the 21CCLC programs based on similar backgrounds as the target students, and education and work experience in the 21st CCLC activities. Parents will be engaged to contribute time and energy as they are able to, with an understanding that these contributions are hopeful to continue beyond the time frame their own student is engaged. We plan to engage both Middle and High School students as counselors-in-training, which could lead to paid internship opportunities for them while they continue their education or training after high school.

BGCMV is a licensed childcare facility. BGCMV requires a criminal background check for all volunteers, board members and staff. This is conducted through the Idaho Department of Health and Welfare.

**6.) Professional Development:** BGCA's Leadership University training will provide development by creating learning opportunities and career paths that enhance each professional's current job performance; preparing individuals to take advantage of future job opportunities; and fulfilling organizational goals for a dynamic and effective workforce. CCLC Director will attend a two-day new grantee training and the two-day Idaho Out-of School Network Summit, as well as attend either a regional or national Boys & Girls Clubs of America conference in the first two years of the program, an effective venue for active learning and networking, as Boys & Girls Clubs across the country are increasing school partnerships with 21st CCLC programs. All staff are required to acquire twelve hours of IdahoStars training that consist of youth development, child safety, and family engagement. Biannually, program coordinators and staff will participate in the USDA Food & Civil Rights Training, as well as an early child development training through the College of Southern Idaho. (Add MCSD Professional Development Trainings).

7.) **MOU:** Attached

## **Equitable Access & Site Location**

**1. Location:** Programs for Rupert & Heyburn Elem. will be located on-site at the schools. Students from Paul Elementary will be transported to the Heyburn Elementary site, and students from Acequia Elementary will be transported to the Rupert Elementary site. The BGCMV site will house half-day kindergarten students from all four-target schools. All 3 of these facilities are ADA compliant and meet all local, state, and federal codes. As provided in the MOU, the BGCMV (non-school site) has been approved by both the City of Rupert as well as MCSD to provide 21st CCLC programs. The sites have access to first aid supplies and a copy of safety instructions will be posted on the walls of all program areas. The BGCMV center will be a licensed daycare facility, requiring annual fire and building inspections. All staff will be trained in the District Emergency Response Plan and Emergency Procedures with fire drills conducted monthly. Staff will receive background checks and first aid & CPR certification.

**2. Consideration of Program Location:** Careful consideration was taken while selecting each site location for 21st CCLC programming for students and parents. Geographically, each center was chosen to best accommodate all students and families within Minidoka County.

**3. Transportation:** When the school day ends, transportation will be provided through MCSD for Paul Elementary students to our HE Center, as well as transportation for students from Acequia Elementary to our RE Center. Half-day Kindergarten and student overflow from Rupert Elementary will be transported to the Boys & Girls Club. Students at RE and HE will meet at a designated “home base” at each school to begin their daily routine and wait for the arrival of AE and PE students. Students will begin the program day immediately after-school, by walking with their teacher and signing in. To ensure that the 21st CCLC program participants has no barriers in preventing student participation, all participants will have access to school bus transportation provided by MCSD. Buses and drivers will meet all school safety regulations. Transportation (**ask school district about transportation training**). Upon arrival, Coordinators will enter attendance into the KidTrax database as well as on paper. KidTrax is server-based, with remote desktop capabilities, which allows emergency access from anywhere, to track participant demographics and medical information including known allergies, health insurance, primary physician, etc. Site coordinators will be responsible for tracking those students who regularly travel by bus, walk, or are transported by families, as indicated by parents. In order to ensure the safety of all students, at the end of each day, parent/guardians will manually sign children out and must present their photo I.D. prior to receiving their child/children. During summer program hours (6:45am-6:30pm), parents will drop off and pick up students from the BGCMV facility. All of the above mentioned safety requirements will be implemented during our summer program.

**4. Plan for Equitable Access:** No person will be denied employment or participation in or access to 21CCLC programs based on gender, race, national origin, color, disability or age. All sites and centers will be ADA compliant with local, state, and federal codes. Recruitment materials will be provided to each school’s special education teachers and necessary accommodations will be made for students with special needs. **For example, if a student’s IEP states that the student requires an aide during the regular school day, then we will work with the District to provide an aide for 21st CCLC activities through IDEA funds.**

**5. Plan for Outreach:** BGCMV will collaborate with the district’s ESL liaison to communicate with non-English speaking homes and local migrant services about program offerings. BGCMV will employ the ESL liaison during 21st CCLC after school program, as well as hire a bilingual program staff for each center. ESL and bilingual staff will undergo the same training expectations as all other staff with the intention of translating to non-English speaking parents and students. Any notes or flyers sent home regarding the 21st CCLC program will be translated to home languages.



## A Fiscal Management & Resources

**1. Program Fees:** A minimal fee of \$20 per year will be collected at enrollment in order to encourage parental commitment. If a parent is unable to pay the fee up front, arrangements can be made for installment payments. Scholarships through BGCMV will be provided for those who cannot afford to pay. Additional fees will not be charged for participation in any 21CCLC sponsored activity or event. All fees are used exclusively for the 21st CCLC program.

**2. Fiscal Organization:** The BGCMV will serve the role of lead applicant and fiscal agent of the grant.

**3. Experience:** BGCMV's operating budget is \$1.4 million funded through individual and corporate donations, fundraisers and local, state and federal grants. BGCMV's Business Manager has successfully reported on 21st CCLC grants, managed OJP, IODP, Millennium Funds and Congressional Appropriation Funds through spending, tracking, and drawing. They will complete fund draws quarterly from the state according to 21st CCLC guidelines, as well as maintain separate accounting for 21st CCLC payroll, accounts payable/receivable, and preparation of financial documents. (Site Director will work with the MCSD Federal Programs & School Improvement Director to collect student data reports).

**4. Fiduciary Responsibility:** BGCMV undergoes an annual audit as required by Boys & Girls Clubs of America. The audit is conducted through an external independent auditor. The BGCMV is governed by a Board of Directors, comprised of 28 civic and business leaders who commit service to the Club. Primarily, this group is responsible for the leadership, fundraising, accountability, transparency, and strategic direction of the organization.

**5. Previous Audits:** The BGCMV has been in good standing for 23 years. Our previous audits have had no findings.

**6. Existing Resources:** Access to two classrooms, the gym, technology lab and library will be available at school center locations and full access to BGCMV facilities will be available for all 21st CCLC use. MCSD will provide in-kind support through facility use, transportation, technology and non-consumable supplies. (Curriculum that MCSD is willing to provide for academic purposes & materials.) The City of Rupert will provide building space for the BGCMV to operate, as well as gym space. BGCMV will provide the KidTrax Data Management system at each center location, as well as Idaho Stars training, youth development training, Leadership University (BGCA), CPR/First Aid Training, crisis management training and other partnering training through IDHW and the College of Southern Idaho.

**7. Budget:** We have allowed for a 1:18 adult to student ratio at all 21CCLC centers. Ratios are set as if every student attended every day. Staff development will be provided by program director and site coordinators as well as MCSD and BGCMV. Programs will

be implemented daily through the direction of the 21CCLC Program Director in collaboration with MCSD and BGCMV professionally trained staff. Additional supplies, materials, and transportation will be budgeted with 21CCLC funds. Snacks and meals will be provided through the USDA Food Program. The Program Director will manage all local aspects of the budget and complete quarterly budget reconciliations in a timely manner.

**8. In-kind/Matching Funds:** The BGCMV will pay full-time benefits in year 4 & 5 for the 21CCLC Program Director. Additionally funds will come through fundraising efforts from the BGCMV local advisory board and individual and corporate donations.

**9. 10% Match:** The 10% match will come through MCSD who will be donating facility use, utilities, transportation and meals/snacks. The City of Rupert will be donating gym space along with the BGCMV building space and utilities.

**10. Sustainability:** As we have experienced with our current fiscal responsibility, BGCMV financial sustainability is created through the support of local and state partners and funding through additional grants, fundraisers, corporate and individual donations. Funds will be easier to leverage through community support, due to a good reputation of the high-yield programs we are offering.

**11. LOA's**