

Board Meeting Agenda Item Executive Summary

Supt.'s Office Use Only

Board Meeting 9-4-07

Agenda Consent

Item No. G. 10.

Board Meeting Date:	September 4, 2007
Submitted By:	Everett Caudle
Item Description:	Boys and Girls Club Mentoring Services

Purpose and Explanation:

The Florida Legislature has allocated funds for Specific Appropriation 86 to award grant funds for discretionary projects focused on mentoring at-risk students who attend after-school programs at Boys and Girls Clubs to enhance their academic knowledge and skills. A total of **\$54,951** is available to Alachua County to coordinate a program with the Boys and Girls Club of Alachua County.

Grants must focus on improving student academic achievement. *Project Learn* will be implemented at the North West, South East, Woodland Park, and Reichert House Unit Boys and Girls Club sites. These sites serve schools throughout Alachua County.

The project will operate from July 1, 2007, through June 30, 2008. The School Board of Alachua County will contract with the Boys and Girls Club to carry out the *Project Learn* program.

BUDGETARY IMPACT

Funding Source (Description): FL DOE **Amount: \$54,951**

Staff Attorney Review & Approval <i>(For Contracts Only)</i>	Date: _____ Initial: _____	ADDITIONAL INFORMATION Yes: _____ No: _____
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1. NEED

Approximately one-fourth of Alachua County residents live below the poverty level. The area has a history of underemployment. There is a county-wide shortage of manufacturing jobs; a large percentage of available jobs are low-wage service-oriented positions. As a result, approximately 46% of Alachua County’s students are eligible to participate in the federal free and reduced fee lunch program.

A partnership with the Boys and Girls Club of Alachua County will provide services for students who are members of the club’s local centers--South East, Woodland Park, North West, and Reichert House Unit. Student members at these locations attend Terwilliger, Rawlings, Metcalfe, Williams, Lake Forest, and Idylwild Elementary schools; Fort Clarke, Howard Bishop and Westwood Middles schools; and Gainesville and Eastside High schools.

The following tables show additional demographic data for the targeted schools and neighborhoods, and student performance results on the mathematics and reading portions of the Florida Comprehensive Assessment Test (FCAT).

Demographic Data for Targeted Schools

School	06-07 School Grade	% Eligible for Free/Reduced Lunch	Number of Students	% of Students Absent More Than 20 Days	# Disciplinary Referrals	% Minority
District Schools	A	45.59	28,185	16	36081	51
Terwilliger Elementary	A	73.32	491	19	1191	72
Rawlings Elementary	D	89.49	352	28	521	96
Metcalfe Elementary	F	89.49	314	27	457	88
Williams Elementary	A	65.93	496	13	63	76
Lake Forest Elementary	C	91.20	375	24	545	85
Idylwild Elementary	C	68.80	625	11	281	63
Fort Clarke Middle	A	38.45	840	13	1491	48
Howard Bishop Middle	B	55.45	862	17	2432	64
Westwood Middle	A	42.30	915	11	1999	46
Gainesville High	C	35.19	2046	17	3094	51
Eastside High	C	43.72	1894	36	4974	73

Student Academic Achievement on Mathematics and Reading Portions of the FCAT

(Percentage of students scoring at or above level 3)

School	Reading	Math
State Elementary Schools (5th Grade)	72%	59%
Idylwild Elementary	59%	45%
Williams Elementary	62%	51%
Lake Forest Elementary	32%	43%
Rawlings Elementary	23%	4%
Terwilliger Elementary**	71%	46%

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Metcalfe Elementary	25%	12%
State Middle Schools (7th Grade)	63%	59%
Fort Clarke Middle**	67%	67%
Howard Bishop Middle**	63%	68%
Westwood Middle**	61%	51%
State High Schools (9th Grade)	41%	60%
Gainesville High**	44%	60%
Eastside High**	42%	55%

**Though students at these schools are performing close to state averages for reading and math, note on the previous chart the high proportion of discipline referrals, indicating a proportion of high behavior issues. These students are in need of positive impact on school behavior and student development.

Students at the targeted schools and neighborhoods have high concentrations of students who are at risk of failing at school. They are economically disadvantaged, may with behavior problems, and are generally performing below district averages in reading and mathematics. The proposed partnership will provide mentoring services, tutoring, and other activities geared toward helping the targeted students improve basic academic skills and improving student development and behavior.

2. PROJECT DESIGN

Goal and Statement of Activities

The goals of the project are to enhance academic achievement and to improve development and behavior among Alachua County students who are members of the Boys and Girls Club of Alachua County. The School Board and the Boys and Girls Club will collaborate to offer the *Project Learn* mentoring program at the club’s four program sites: North West, South East, Woodland Park, and Reichert House Unit.

The proposed project will begin July 1, 2007, and end June 30, 2008. The following chart shows a description of project goals, objectives, and activities related to each objective.

Goals	Objectives	Performance Expectations
1) Improve student’s academic achievement.	1.1) Academic Achievement – 80% of students who participate in club activities for a minimum of six months will improve standardized test scores in reading and mathematics. 1.2) Academic Achievement – 80% of students who participate in club activities for a minimum of six months will improve their schools grades.	Writing activities (one hour per week) Leisure reading (4-5 hours per week) Computer assisted instruction Games such as Scrabble that promote/reinforce academic skills Tutoring/Homework help (5-6 hours per week) Practicing cognitive skills (4-5 hours per week)
2) Positively impact	2.1) Attendance – 80% of	Writing activities (one hour per

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<p>student behavior.</p>	<p>students who participate in club activities for a minimum of six months will improve attendance by 10%.</p> <p>2.2) Improve School Behavior - 80% of students who receive teacher comments on progress reports and report cards will show improvement in attitude and school behavior.</p>	<p>week)</p> <p>Leisure reading (4-5 hours per week)</p> <p>Computer assisted instruction</p> <p>Games such as Scrabble that promote/reinforce academic skills</p> <p>Tutoring/Homework help (5-6 hours per week)</p> <p>Practicing cognitive skills (4-5 hours per week)</p>
<p>3) Positively impact student development.</p>	<p>3.1) Other: Positively Impact Student Development – 80% of students who participate in club activities for a minimum of six months will increase their knowledge of the emotional, financial, and social consequences of teen parenting.</p> <p>3.2) Other: Positively Impact Student Development - 80% of students who participate in club activities for a minimum of six months will increase their attitudes towards the importance of safe sex practices.</p>	<p>SMART Moves – Discussions and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence.</p> <p>SMART Girls - dynamic sessions, highly participatory activities, and mentoring opportunities with adult women.</p> <p>SMART Leaders – peer leadership activities.</p> <p>Family PLUS - life skills training, enhancement of personal development skills, parent information classes and referral services, and crisis intervention/family counseling.</p>

The mission of the Boys & Girls Clubs of America is "to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens." Project Learn, SMART (*Skills-Mastery And Resistance Training*) Moves, SMART Girls, SMART Leaders and Family PLUS (*Parents, Leading, Uniting, Serving*) are programs the Boys & Girls Clubs will offer as part of this grant.

Project Learn - Project Learn is a community-based program implemented in local Boys & Girls Clubs. A strategy rather than a curriculum, the program consists of five components: (1) homework help and tutoring, (2) high-yield learning activities, (3) incentives, (4) parental involvement, and (5) collaboration with schools. Boys & Girls Club of Alachua County implements the following components for the purposes of this grant:

- **Homework help and tutoring** enables Club members to develop the daily habit of completing homework in a safe, quiet, allocated space with staff and volunteer encouragement for five to six hours weekly.

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- **High-yield learning activities** help youth apply what they learn in the classroom. Clubs use these activities to encourage youth to make positive and productive choices about how they spend their leisure time at the Club and at home. Examples of such activities are leisure reading time, writing, and games utilizing cognitive skills.

Power Hour - A comprehensive homework help and tutoring program, POWER HOUR is designed to raise the academic proficiency of Club members ages 6-12. The basic concept behind Power Hour is to help young people practice and reinforce skills and concepts learned throughout the school day. Those who consistently complete their homework develop a deeper understanding of the work and are eager to move on to more challenging opportunities.

SMART Moves - The **SMART Moves** prevention/education program addresses the problems of drug and alcohol use and premature sexual activity. Based on proven techniques, the program uses a team approach involving Club staff, peer leaders, parents, and community representatives. More than simply emphasizing a "Say No" message, the program teaches young people ages 6-15 how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills, and analyzing media and peer influence. The ultimate goal: **to promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior.**

SMART Girls - **SMART Girls** is a small-group health, fitness, prevention/education and self-esteem enhancement program designed to meet the developmental needs of girls ages 8-12 and 13-17. Through dynamic sessions, highly participatory activities, field trips, and mentoring opportunities with adult women, Club girls explore their own and societal attitudes and values as they build skills for eating right, staying physically fit, getting good health care, and developing positive relationships with peers and adults.

SMART Leaders - **SMART Leaders** is a booster program to SMART Moves. This program keeps teens involved in the SMART Moves program, reinforces skills and knowledge youth learned in SMART Moves and prepares teens as leaders to help their peers resist using alcohol, tobacco, and other drugs, and **postpone sexual activity**. The program is available through a collaborative effort among The Pennsylvania State University, Boys & Girls Clubs of America, and the Center for Substance Abuse Prevention (CSAP).

Family PLUS - **Family PLUS** is a model for Clubs wanting to implement family support activities in their programming. This model introduces Clubs to factors affecting families and methods of collaborating with community organizations to provide parents and caregivers with needed resources. Alachua County Boys & Girls Club will implement family support activities in at least one of five areas:

- Father Involvement – providing programs, activities, training, and services to help increase the **positive involvement of fathers in the lives of their children.**

Alachua County Boys and Girls Club leadership receives ongoing training from the Boys and Girls Club of America through online or internal training sessions. In addition, the leadership has attended external training sessions in Orlando for gang prevention/intervention, a prevention conference, offered by the Governor's Office of Drug Control, a Florida Alliance conference and a "Failure Free Reading" session offered by the Department of Juvenile Justice. The Corner Drug Store has provided training for Boys & Girls Club staff on "Safe Place" signs and what they mean for the community.

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The Boys and Girls Club of Alachua County recruits a vast majority of their mentors through Santa Fe Community College and the University of Florida. New student mentors are invited to attend one of two orientations at the beginning of each school term where they receive several hours of instruction as well as handbooks for reference. These new mentors must submit to a full local background check and once completed, they receive an ID badge. Boys and Girls Club leadership then assigns these mentors to students.

Boys and Girls Club leadership offers one-on-one support to their mentors in order to address any behavior issues that arise or other issues that surface beyond the skill level and expertise of the mentors. In addition, Boys and Girls Club leadership provides weekly staff meetings to review the upcoming week, review happenings from the previous week, and to discuss any needs.

3. PROJECT MANAGEMENT

A Director of Education, as an internal partner, will be employed by the Boys and Girls Club of Alachua County whose duties will include carrying out the *Project Learn* mentoring program at the four program sites. This individual will be well educated with a background in delivering educational programs to at-risk children. The Director of Education will monitor *Project Learn* to ensure that it is being implemented as described in the Statement of Work. Attendance, student progress, and activities will be reviewed quarterly. Site coordinators will be responsible for daily instructional assignments and student activities at each of the three program sites.

A number of partners work with the Boys and Girls Club of Alachua County in implementing this project. These are listed in the following chart with their respective contributions outlined.

Organization	Internal/External	Involvement
Alachua County school district	Internal	Provides school referrals, Volunteer Coordinator, fiscal agent, grant support
Boys & Girls Club of Alachua County, Inc.	Internal	Provides program space, mentors and staff, program coordination, supplies
Terwilliger Elementary	Internal	Provides referrals
Rawlings Elementary	Internal	Provides referrals
Metcalfe Elementary	Internal	Provides referrals
Williams Elementary	Internal	Provides referrals
Lake Forest Elementary	Internal	Provides referrals
Idylwild Elementary	Internal	Provides referrals
Fort Clarke Middle	Internal	Provides referrals
Howard Bishop Middle	Internal	Provides referrals
Westwood Middle	Internal	Provides referrals
Gainesville High	Internal	Provides referrals
Eastside High	Internal	Provides referrals
University of Florida	External	Volunteer Mentors, tutors, recreation leaders & use of facilities
Santa Fe Community College	External	Volunteers & use of facilities

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Shand’s Hospital	External	Volunteers
North Florida Hospital	External	Volunteers
Cox Cable	External	Volunteers, internet & phone service, marketing
Bright Futures	External	Volunteers
U.F. Fraternities	External	Volunteers & donated supplies
Gainesville Police Dept.	External	Volunteers, Supplies

All volunteers, whether new or old, provide monthly evaluations on the children they are currently mentoring to include who they are helping, what they worked on, and the number of hours worked. This information is given to the School District Volunteer Coordinator.

Timeline

August: New mentors recruited and trained; Mentors assigned students; Collaboration with schools begins; Weekly staff meetings begin.

Sept-Dec: Project Learn, Power Hour, SMART Moves, SMART Girls, SMART Leaders, Family PLUS (see activities in section 2 above); Parent and community involvement encouraged; Collaboration with schools continues; Partners provide volunteer services; Weekly staff meetings.

January: New mentors recruited and trained; Mentors are assigned students; Collaboration with schools continues; Mid-report due; Weekly staff meetings.

Feb-June: Project Learn, Power Hour, SMART Moves, SMART Girls, SMART Leaders, Family PLUS (see activities in section 2 above); Parent and community involvement encouraged; Collaboration with schools continues; Partners provide volunteer services; Weekly staff meetings.

July: Final report due.

4. EVALUATION

An ongoing formative evaluation system will be used to guide and adjust project activities and instructional strategies. A release of information will be requested from the parent of each participating student in order to allow communication between club personnel and the student’s classroom. The Director of Education will meet with school site personnel to review participating students’ report cards, interim reports, school attendance, behavior, and assessment data from computer assisted instruction and standardized testing.

The following qualitative and quantitative data will be collected to measure the effectiveness of the program:

1. Pre- and post-program assessments from students, teachers, and parents relaying their perceptions about the effectiveness of learning experiences offered.
2. Attendance rates at school and at the club.
3. Positive changes in behavior as reflected by teacher comments/observations and other special recognition or honors at school and at the club.

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4. Measures of student academic progress including results on classroom tests, standardized tests (Florida Writing Assessment and reading and mathematics components of the Florida Comprehensive Assessment Test), and Computer Assisted Instruction records.
5. Anecdotal data from site program managers, parents, and teachers.

Data collected for evaluation purposes will be shared, as appropriate, with parents, participating students' teachers, school principals, and district personnel. This information will be used so that classroom and after-school programs can target instruction on students' academic weaknesses in order to produce greater learning gains. Information will also be reported outcome data as required to the Florida Department of Education as well as regional and national offices of the Boys and Girls Clubs.

Tracking Individual Student Performance:

The project will track individual student performance by comparing baseline data with data collected at appropriate intervals throughout the program year. School report cards (student grades, attendance) and teacher comments on report cards and progress reports (student attitudes) will be used to provide students with individualized programs that address their academic needs. The following data will be collected:

- School grades and attendance from student report cards
- Anecdotal data from teachers, parents, and club staff members regarding attitudes and behavior.

Support for Reading/Strategic Imperative

The Boys and Girls Club Mentoring program will support the Florida initiative by providing scientifically-based reading tutoring for district elementary and middle schools that enroll high percentages of students who are at-risk of failure in learning to read. The School Board of Alachua County uses the Harcourt Brace *Trophies* Reading Series in all public elementary schools. The *Trophies* reading series meets district and state requirements that instructional materials for reading be fully grounded in the following research-based principles: phonemic awareness, phonics instruction, vocabulary development, fluency, and text comprehension. Funds will be used to supplement classroom instruction during after-school hours through a tutoring/mentoring program. Tutoring and mentoring have been shown through scientifically-based research to be effective in improving student reading skills.

This program will also incorporate Florida State Board of Education's strategic imperative 3: improve student rates of learning. It will do so by annually increasing the percentage of students that meet or exceed proficiency levels on the FCAT as outlined above in the Summative Evaluation section.

Dissemination/Marketing

A variety of methods are used to disseminate information about the Boys and Girls Clubs of Alachua County. This information is disseminated to parents and community members, through newsletters, flyers, and district and school web sites. Information describing program outcomes will be disseminated in public meetings and formal reports. The school and district will collect and report program data to local, state, and national agencies as required for evaluation purposes.