



**City of Annapolis**

Office of Finance  
160 Duke of Gloucester Street  
Annapolis, MD 21401-2517

Finance@annapolis.md • 410-263-7952 • Fax 410-263-7529 • TDD use MD Relay or 711 • [www.annapolis.md](http://www.annapolis.md)

**Community Grant Application**

Deadline: January 22, 2016

Organization name Boys & Girls Clubs of Annapolis & Anne Arundel County

Contact Jennifer Lagrotteria Title Director of Development & Communications

Address 121 South Villa Avenue, Annapolis, MD 21401

Phone 410-972-2556 Fax 410-263-5410 Email development@bgcaa.com

Federal ID # 52-1736346

Incorporation Date amended 1/25/2002 501(c)(3) Registration date 4/21/1993

Project title Summer Brain Grain: Read!

Project location BGCAA - Admiral Oaks Branch, Bywater Branch & Wiley H. Bates Branch

Amount requested \$ 8104

Other funds \$ 4339

Total project amount \$ 12443

**Certification**

*"I certify that* I have reviewed this application and that to the best of my knowledge and belief, all the information provided in this application is true."

  
Signature of Chief Executive Officer

1/6/2015  
Date

Print name Lida Lindsay Mondoro Title CEO

Address 121 South Villa Avenue, Annapolis, MD 21401

Phone 410-263-2542 Fax 410-263-5410 Email Lmondoro@bgcaa.com

## EXECUTIVE SUMMARY

Provide a brief summary of your project. Please be sure to include the following items: purpose of the project, number of people to be served, and how the city grant funds will be used.

The Boys & Girls Clubs of America's summer initiative: Summer Brain Gain: Read! is a 7 week summer reading program. It is intentionally designed to enhance and reinforce literacy skills and help prevent summer reading loss in youth. According to the authors of a report from the National Summer Learning Association: Summer Slide is "the conservative estimate of lost instructional time which is approximately two months or roughly 22 percent of the school year.... It's common for teachers to spend at least a month re-teaching material that students have forgotten over the summer. That month of re-teaching eliminates a month that could have been spent on teaching new information and skills."

Summer Brain Gain: Read! is comprised of modules broken down into ages groups. For each age group, a new book is presented each week, along with supporting activities. Each week includes two 30-minute reading sessions, with additional time allotted for independent reading. With a partnership between Boys & Girls Clubs of Annapolis & Anne Arundel County (BGCAA) and Barnes & Noble Booksellers, independent reading time will be enhanced with the opportunity for campers to earn books of their choosing. During Summer Camp all campers (an estimated 300) will participate in this program. All staff members working with club members this summer will be formally trained on the implementation of the program. After the completion of this summer initiative it is our hope that all participants will gain a level of knowledge, develop higher-order thinking skills and help eliminate the 'summer slide.' City grant funds will be used for salaries, printing, books & materials as well as licenses.

## PERFORMANCE HISTORY

If you received Community Grant funds last year, please evaluate progress you have made in implementing those projects. Please discuss any factors that may have hindered your progress.

The Boys & Girls Clubs of Annapolis & Anne Arundel County was awarded a Community Grant for Fiscal Year 2016 to help support the Summer Brain Gain-Read! program. The goal of the program was to help Boys & Girls Club members eliminate 'summer slide.' Performance measures were achieved through youth surveys, charting youth interest and engagement in independent reading and monitoring academic achievement of participants through report card reviews during the school year. During the summer of 2015, 361 Club members read for a total of 162,450 minutes and earned 361 books from Barnes & Noble. By allowing Club members access to reading material and the opportunity to choose what they want to read, BGCAA instills the importance (and fun) of daily reading. Motivation to read increased over the summer which helped our members avoid the 'summer slide.'" Specific measurable results that indicated club members improvement over the funding period were: 100% of summer camp members, who attended on a regular basis, read at least 8 books and earned a free book from Barnes & Noble Booksellers.

## RATIONALE (20 Points)

Describe the issue or problem to be addressed including the size and/or severity of the problem. Provide the demographic data and geographic information used to determine the extent of the problem.

For far too many young people, summer is a three-month vacation from learning. This often means trouble when young people return to school in the fall. Research consistently shows that when youth take a holiday from learning during the summer months, they lose valuable academic ground. On average, most students score lower on standardized tests at the end of the summer than they do on the same tests at the beginning of summer vacation. Overall, children show the largest losses in mathematical computation and reading comprehension. Studies also show that the most significant learning setbacks often occur in skills that require regular practice such as performing mathematical operations and spelling. Sociologists also have determined that family income is a powerful predictor for how much learning loss students experience during the summer months. While low-income students experience more than two months of loss in reading comprehension and word recognition, middle income students actually experience slight gains in reading performance over the summer months. When reading and math performance are combined, children from low-income families lose over three times as much learning as their peers from middle-income communities during the summer.

On average, low-income elementary school students experience the greatest summer learning losses. Studies also show that such losses are cumulative each year. By the end of fifth grade, summer learning differences result in low-income children falling more than two years behind their middle-income peers in verbal achievement and over one year behind in math achievement. The cumulative effect of summer learning differences is a primary cause of widening achievement gaps between students of higher and lower income levels. In addition to experiencing learning loss, students also lose valuable opportunities to continue their growth and development in other areas (social, emotional, physical, moral, vocational) when they are not engaged in constructive activities during the summer months. The developmental needs of children do not take a vacation during this time. All young people need consistent, ongoing guidance and support from caring adults in order to become productive adults themselves.

Gaps between the work schedules of parents and the school calendar often result in large numbers of students spending the summer months with little adult interaction and supervision. Furthermore, many students who qualify for federally subsidized meals do not have the same level of access to nutritious meals during the summer as they do during the school year. Only one in five of the more than 15 million children who receive free or reduced priced school lunches during the regular school year participate in federal nutrition programs during the summer.

That is where BGCAA steps in. Thanks to a partnership with the Maryland Food Bank, Club members not only have resources to combat the summer slide, they receive nutritious meals during the summer camp program.

1 Cooper, H., Nye, B., Charlton, K., Lindsay, J. and Greathouse, S. "The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review." *Review of Educational Research*, 66, 227-268 (1996).

2 Alexander, K.L. and Entwisle, D.R. "Schools and Children at Risk." In A. Booth and J.F. Dunn (Eds.). *Family-School Links: How Do they Affect Educational Outcomes?* (Mahwah, N.J.: Erlbaum, 1996).

3 Food Research and Action Center. "Hunger Doesn't Take a Vacation: Summer Nutrition Status Report." (Washington, D.C.: June 2002).

## PROJECT DESCRIPTION (30 Points)

Please give a detailed description of the program or project you are proposing. Please include the group of persons you plan to serve and the number of expected participants, the activities or services you will provide and location.

Summer Brain Gain: Read! is a 7 week summer reading program. Club Members are organized by grade level groups (1-3, 3-5, 6-8). For each age group, a new book is presented each week, along with supporting activities. The activity materials pose questions to ignite inquiry and highlight the theme of the book. Summer Brain Gain: Read! provides fun, engaging experiences – and critical summer learning opportunities. More than 250 children will participate during the summer camp program. The summer learning materials will consist of 7 one-week modules designed for the traditional Boys & Girls Club summer camp setting. This will include overall programming direction for staff including activities, suggestions for field trips, suggested presenters from the community, room set-up instruction, lists of needed materials etc. Everything will be designed to help Clubs offer a fun, effective, affordable summer learning program. The materials will provide approximately 2 to 2 1/2 hours of structured activity each week, preserving time for Clubs to incorporate meals, gym time, outdoor play and other Club favorites. Activities, which last no more than 30 minutes, are designed to work within the rotational schedule that Clubs employ during the summer months. Each activity takes a project-based learning approach: youth engage in a process of learning through discovery, creative expression, group work and a final project or production. In the project-based model, learning is largely self-directed. Youth are the drivers, and they are highly engaged in both learning and fun. The Club professional's role is closer to that of mentor or coach, rather than teacher.

Summer Brain Gain: Read! will be offered at three Boys & Girls Clubs within Annapolis City:

Admiral Oaks Club:  
417 C Captain's Circle, Annapolis, Maryland 21401

Bates Club:  
121 South Villa Avenue, Annapolis, Maryland 21401

Bywater Club:  
1903 Copeland Street, Annapolis, Maryland 21401

Describe the methodology (or approach) for the proposed program/project, e.g., the procedures, tasks, techniques, or tools you will use to develop the program

Each module will contain readings from BGCA publications and related kits (e.g. Reading is Fundamental); an overarching theme; a challenge; suggested materials; a mix of individual and small group or team activities; and social emotional or team-building exercises. Staff members are trained in the concept of Project Based Learning and provide not only academic support but also encouragement and inspiration to participating Club members.

Each module will be designed to stand alone. However, occasional links can be suggested to previous modules or activities (especially in the last module, which serves as an active "review" but can also stand on its own). Social emotional themes such as trust, cooperation, fairness, responsibility and persistence will be developed in each module. Three very talented organizations worked with the Boys & Girls Clubs of America and an advisory group of Club leaders to develop these resources.

Ron Fairchild, of The Smarter Learning Group, brought years of experience to BGCA, as well as several years as the founding CEO of the National Summer Learning Association. Jane Quinn and her team from the National Center for Community Schools are experts in out-of-school time curriculum development. BGCA also worked with ArtScience Labs, founded by Harvard professor David Edwards. Edwards and his team are leading experts in the field of project-based learning.

Explain how this proposal relates to the organization's mission, goals and/or strategic plan, and other activities planned for this year.

The Boys & Girls Clubs of Annapolis & Anne Arundel County (BGCAA) is part of a nationwide Movement of community-based, autonomous organizations and Boys & Girls Clubs of America working to help youth of all backgrounds develop the qualities needed to become responsible citizens and leaders. It offers daily access to a broad range of programs in five core program areas: Character and Leadership Development, Education and Career Development, Health and Life Skills, The Arts, and Sports, Fitness and Recreation. All programs are designed to drive positive outcomes for youth and reinforce necessary life skills.

Today, hundreds of young people who are at risk take advantage of the programs, activities and services provided by BGCAA. Our vision is to provide a worldclass Club Experience that assures success is within reach of every young person who walks through our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. To make sure that all of our members have great futures, the Boys & Girls Club Movement has adopted the Formula for Impact, a research-based theory of change that describes how individual Clubs and the Movement as a whole can increase our impact – exponentially – on the young people of America.

In an effort to ensure that members achieve great futures, BGCAA implements Project Learn - a homework help program which takes place 4 days a week afterschool. Participation in this program helps drive academic success for youth. Project Learn was developed to engage young people in learning, encourage them to succeed in school and help them become lifelong learners. This program helps drive positive outcomes for youth in the academic success by allowing participating youth to receive the following benefits:

- Individualized, structured learning experience
- Improved attitude toward learning in the school and Club
- Self-paced and self-directed learning
- Practical application of skills taught in the classroom
- Remedial support as needed
- Improved self-esteem
- Improved grades in school

Boys & Girls Clubs play a powerful role in making summer a time for learning and developmental gains for young people. Using the Project Learn strategy, Club staff members will implement summer programs and activities that give young people meaningful opportunities to practice reading and mathematics skills on a daily basis. Rather than emphasizing repetitive drills of basic skills, Club programs will offer enrichment activities that promote self-directed learning over the summer months. Young people will be eager participants in summer learning activities in Boys & Girls Clubs. Instead of replicating traditional teaching methods and content that students receive during the school year, Club staff will offer different types of programs and activities that may have greater potential for increasing their members' long-term motivation for learning.

In addition, Club staff members will serve as positive adult mentors during the summer months by teaching productive problem-solving strategies, encouraging children to be self-directed and ensuring that children have the resources they need to meet high expectations. Furthermore, young people often participate in Club summer programs over multiple years. Thus, Club staff members will have an even greater opportunity to counteract the cumulative effects of summer learning loss by implementing educationally beneficial summer programs consistently over a period of years. They will be particularly important for elementary school students who experience the largest amounts of loss.

### TIMELINE (10 Points)

Provide a timeline for implementation and all program/project activities for the project.

Date	Activity
June 2016	Training for all Boys & Girls Club staff on Brain Gain-Read! program
June 2016	Secure books and materials for program
June - August 2016	Implementation of Brain Gain-Read! program at 3 Annapolis Club locations
August 2016	Final project and post test at conclusion of summer camp

Please indicate how you have determined that the timeline is achievable.

Educational modules are created to be completed on a weekly basis. All 7 modules will be completed within the summer camp timeline. Guiding Principles for the Modules:

Project-based learning is the guiding pedagogical approach for the Summer Brain Gain curriculum. The approach establishes the members as the drivers, and they are highly engaged in both learning and fun. Leaders and other Club professionals are expected to support, facilitate and guide these activities in a role more like a mentor or coach, rather than a teacher.

#### PROJECT-BASED LEARNING PRINCIPLES:

- Youth engage in a process of learning through discovery, creative expression, group work toward a common goal and a final project or production.
- Learning is largely self-directed. Members will express their own ideas and opinions, exercise voice and choice, and make decisions that affect their project outcomes.
- Authentic learning activities engage student interest and motivation, which have been designed to spark curiosity and motivate them to answer questions, solve problems and/or develop skills.
- Modules are designed to help young people develop and hone critical 21st century skills.

Describe the organization's ability to implement the request.

Club Directors, with assistance from Youth Development Professionals, Program Directors, Junior Staff and Volunteers, will oversee the implementation of the initiative. Their primary function is to implement, supervise and evaluate activities provided within the Summer Brain Gain: Read! program as well as other summer learning initiatives. Additional duties are to:

- Prepare Youth for Success
- Create an environment that facilitates the achievement of youth development outcomes
- Promote and stimulate program participation
- Provide guidance and role modeling to members
- Program development and implementation
- Effectively implement and administer Brain Gain Learning programs, services and activities to summer campers
- Monitor, evaluate and document summer learning programs - prepare periodic activity reports
- Ensure a productive work environment by participating in team meetings

BGCAA has had tremendous success with the Summer Brain Gain: Read program and sees it's benefits year-round when report cards are collected, and youth gain self-esteem. Reading is a building block for future success in school, in career, and in life. We need to start early and offer consistent programs like Summer Brain Gain: Read which have been proven to change grades, change outlooks, and change lives.

## EVALUATION (20 Points)

Clearly state the specific, goals, objectives, and measurable outcomes of the project/program.

Goals	Objectives	Measurable Outcomes
Offer an opportunity to help Boys & Girls Club members eliminate 'summer slide.' According to the authors of a report from the National Summer Learning Association: "A conservative estimate of lost instructional time is approximately two months.	A program of one week modules introduced through individual and small group activities, touching base on social emotional or team-building exercises.	Pre/post youth surveys. Chart surveys of youth interest and proficiency. Monitor academic achievement of participants through report card review during the school year.

Describe the impact (long-term effects) you expect will be produced by program/project outcomes.

The research is clear. Summer is a time of great need and opportunity for children. Participating in a quality summer program at the Club will help young people stay on the track toward academic achievement, high school graduation and post-secondary school success.

Research studies confirm that quality summer programs can make a difference in preventing summer learning loss for young people. Participation in this much-needed program will help drive academic success for youth.

The Summer Brain Gain program can prevent summer learning loss by extending learning throughout the summer. The program includes weekly thematic modules that include activities that build to a final, culminating project or event. The modules are based on Project Based Learning. Young people work together in groups to explore ideas, learn through fun project, express themselves with a variety of art activities all while building their academic skills.

## BUDGET DOCUMENTS (20 Points)

Include a detailed program budget that includes expenses, city funds requested and pending sources of support. **Please use the attached Program/Project Budget Format.**

Outline the organizations plans for securing funding from sources other than those provided by the City of Annapolis and indicate how City of Annapolis' funds will be used to leverage a request for, or use of, other grant funds.

BGCAA raises funds every year through grant funding, individual donations, foundations, partnerships, inkind donations, an annual campaign, workplace giving campaigns, Giving Tuesday and two signature events - the Youth of the Year Awards Dinner (YOY) and the Tee-It-Up for Education Golf Classic. The Youth of the Year dinner is BGCAA's biggest fundraiser of the year and a portion of the proceeds go to support Summer Camp scholarships for youth who could not otherwise afford Camp in Anne Arundel County. During YOY a live auction is held and our Board Members and Community Supporters are encouraged to pledge donations which are matched by one, or several, of our larger donors. In this way we are able to not only raise money for general operations and Summer Camp, but we are able to leverage that funding to increase the impact of donations. Since the YOY funding is geared toward Camp scholarships, finding additional funding for program support like our Summer Reading initiative is crucial to combat the summer slide and help change, if not save, the lives of children.

BGCAA will continue to seek grant funding from different entities to support our life-changing programs which set the foundation for educational achievement and success. The Brain Gain: Read! program is pivotal for our members, most of whom do not have the guidance or resources at home, to combat the summer slide in education.

Though the City of Annapolis funds will not specifically be used as match funding, it will allow the Club to raise additional money to put towards summer camp programming and scholarships.



## PROJECT BUDGET

Please complete the following budget chart for this project, including all budget items, the total budget for each item, and the funds that are being requested for each line item.

Budget item	City funds requested	Other funds	Source of Other funds (Federal, State, Private)	Is "Other funding" committed or requested?	Total project cost
Salaries/Benefits (list each position)					
Director of Club Operations	\$	\$ 223.31	Woods Foundation	Committed	\$ 223.31
Club Directors (3)	1152.97				1152.97
Program Director (1)	335.69				335.69
Youth Development Pros (8)	1400				1400
Junior Staff		4116	Deerbrook Charitable T	Committed	4116
Contract Services					
Rent/Leasing Costs					
Utilities/Telephone (please specify)					
Equipment					
Insurance					
Office Supplies	400				500
Printing/Postage	500				400
Audit/Accounting					
Other (please describe)					
Books & Materials	2100				2100
License (Dept MH&H)	1750				1750
Fringe FT Staff	297.70				297.70
Fringe PT Staff	168				168
<b>Total Budget</b>	<b>\$ 8104.36</b>	<b>\$ 4339.31</b>			<b>\$ 12443.67</b>