

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

* Organizational type that best describes your agency:

Non-Profit

* Select the grant(s) for which you are applying. Applicants will apply for each of these grants separately. Indicate here if you are applying for this grant or both grants at this time:

Lottery for Education: Afterschool Programs

21st Century Community Learning Centers

Proposed Sites

Center / Site Name	Grade Span Targeted	Site Location (Address)
* Tom Joy Elementary	* K-4*	2201 Jones Avenue, Nashville, TN 37207
* KIPP Kirkpatrick Elementary	* K-3*	1000 Sevier Street, Nashville, TN 37206
* Litton Middle	* 5-8*	4601 Hedgewood Drive, Nashville, TN 37216
* Cameron College Prep	* 5-8*	1034 1st Avenue South, Nashville, TN 37210
* Stratford Middle	* 7-8*	1800 Stratford Avenue, Nashville, TN 37216

Public Notice

* Describe how the community was given public notice of your intent to submit this application and how this application and any waiver requests are available for public review after submission of this application.

Martha O'Bryan Center's intent to submit has been posted publicly via its website (www.marthaobryan.org), Facebook page (www.facebook.com/marthaobryancenter), and Twitter account (www.twitter.com/marthaobryanctr). Furthermore, our Senior Director of K-8 Youth Development has shared the submission timeline and proposal details with current program participants and families as well as school and community partners. As we craft this proposal, we are also reaching into the vulnerable schools and communities we serve to inform

students and families who have not yet participated in our services. School faculty and staff are helping us notify families via flyers and word-of-mouth.

Upon submission, we will release the completed proposal on our website to foster an open system of communication and accountability. Families and other key stakeholders will also be able to request a copy of the proposal from school and community partners and/or Martha O'Bryan Center staff at any time.

Prior Grantees / New Applicants

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

*** Organizational Capacity**

- Prior Grantee
- New Applicant

Prior Grantees Only

Funded Agency
Martha O'Bryan Center

2016 Last Year of Grant Funding

Funding Source

- Lottery for Education: Afterschool Programs
- 21st Century Community Learning Centers

Grade Level Served

- Elementary (K - 5)
- Middle (6 - 8)
- High (9 - 12)
- Adult Family Members

Participation Level of Students

Duration	Number of Students
30 - 59 days	142
60 - 89 days	159
90+ days	52

Program Successes and Lessons Learned

Re-applicants should describe prior experience implementing the LEAPS grant including successes and lessons learned.

Martha O'Bryan Center was founded in 1894 and has been located at our present site in the heart of Cayce Place in East Nashville since 1948. Our RAP and THRIVE out-of-school-time programs (now combined as K-8 Youth Development) were founded in 2000. RAP received its first LEAPs grant in 2005 (homework help/literacy training), a five-year 21st CCLC grant in 2008, a three-year LEAPs grant in 2011, a five-year year 21st CCLC grant in 2012 (expanded services to additional schools), a supplemental 21st CCLC award in 2013, and two supplemental 21st CCLC awards in 2015. Last year, we expanded from one site to seven, increasing core number served from 110 to 350. We have also begun operating a dedicated 7th-8th grade Academic Student Union at Stratford Lower (formerly Bailey STEM Magnet) this past year.

Our K-8 Youth Development service approach is based on more than 30 years of research conducted by the David P. Weikart Center for Youth Program Quality. We incorporate all essential youth program components, including safe and supportive environments, youth interaction, youth engagement, youth voice and governance, and high expectations for youth and staff. We continuously evaluate student needs to offer programming that not only remediates students' areas of weakness but also strengthens youth identity and self-image.

21st CCLC funds have contributed to the following K-8 Youth Development outcomes:

270 of 340 (79%) of K-8 students completed the pre and post-test and showed an increase in reading level, including 173 students who demonstrated 1.0+ years of growth and 56 students who demonstrated 0.5+ years of growth, as measured by the Woodcock Johnson Reading Mastery Test.

262 of 340 (77%) of K-8 students held a 70% attendance rate during 2015-16 school year programming; 209 students were introduced to various career and higher educational opportunities; and 130 students participated in the social-emotional survey.

According to a social-emotional survey we conducted, 80% of K-8 students "Feel safe at programming"; 87% "The Staff challenges me to do my best"; 80% "The staff really cares about me"; 90% "I feel good about myself"; 85% "I know my strengths"; 83% "I am responsible for my actions"; 80% "I feel positive about my experiences at programming".

Our K-8 Youth Development program currently operates at seven school and community sites in and around the Cayce Place and Napier/Sudekum communities. We employ a Sr. Director, Program Manager, Extended Learning Coordinator, six site coordinators, 40 tutors, and 10 AmeriCorps members to conduct comprehensive academic and social-emotional enrichment services.

Program successes for our elementary school program have come in the areas of staff professional development, and strengthened school relationships. We have high commitment among staff, with over 60% of tutors returning year-over-year. We receive professional development training through the TN Department of Education (childcare guidelines), Metropolitan Nashville Public Schools (project-based learning, curriculum development), and NAZA. We work with the Martha O'Bryan Family Resource team for professional development in trauma-informed care and de-escalation, which has provided staff with the support and resources for successfully developing relationships with students and management. This reflects the organizational work of Martha O'Bryan Center, which is a trauma-informed care center, with all staff trained, as well as one of 15 members of the North American ACEs Change in Mind cohort sponsored by the Alliance for Strong Families and Robert Wood Johnson Foundation).

As a result of this continuity, we have been able to go deeper with school staff, opening doors to hiring teachers as tutors and increasing student recruitment and retention. Much of our success stems from the fact that our Extended Learning Coordinator is able to keep abreast of current literacy and math instructional strategies and develop trainings and resources to empower our tutoring staff to implement academic instruction.

Lessons learned for our elementary program have come in the areas of assessment and staffing. After extensive evaluation, we concluded that our past assessment tools (KeyMath, Woodcock Johnson) were not objective or fluid enough, so we moved to a STAR 360 computer-based assessment that takes less time and is more effective in driving small-group instruction. This assessment software increases the difficulty with each question until it's too hard for the student and then adjusts back down until it can accurately assess the student on core literacy and numeracy skills. Results from this assessment drive student and group lesson plans and also allow staff to identify and record specific skills and standards to work on with individuals or groups of students.

Regarding staffing, we have learned that the program is most effective when we have full-time site coordinators because it gives us the ability to plan more robust voice and choice programming and devote additional hours to building connections between in-school and after-school activities. Full-time site coordinators are able to attend quarterly planning meetings at school to review data and curriculum, attend parent meetings, have lunch with students, and become an integral and additional team member to school staff. They also attend district-sponsored professional development trainings to continue to align our program as an extension of the school day. Site coordinators know school and district policies, have access to student assessment data, and can apply discipline rules consistent with the school day. Reducing staff turnover is key to our success as well, as retention among tutors and site coordinators provides for a smoother start and more effective long-term programming.

Successes and lessons learned for our middle school program have come in the area of academic enrichment. We have greatly increased the number of available project-based learning modules and hands-on STEAM activities, giving students more opportunities to pursue their passions. Recent offerings include app development/coding, digital photography, engineering, fashion design, mock trial, and music production. These activities allow us to better support students who temporarily leave the program to play an organized sport, giving them the ability to access parts of our programming as they are able (for an hour before or after sports practice). Overall, we have found that, comparative to elementary school students, middle school students need more access to specific skill-development workshops and hands-on activities as opposed to intensive small-group instruction.

New Project Components

The re-applicant should clearly identify the new project components in this application. For example, a new project component may include additional program activities (i.e. activities that were not available to students or families in prior project years) and/or an expansion of the program into different target areas (i.e. adding program sites or serving another grade level).

From the aforementioned successes and lessons learned, we can report the following new project components for 2017-18.

Increased Focus on 21st Century Skills: While academic enrichment offerings have always been integral to Martha O’ Bryan Center programming, we will deepen our focus on 21st Century Skills in 2017-18 by embedding 21st Century learning goals into each unit. Before the unit begins, students will self-assess their current level of mastery on the chosen Framework for 21st Century Learning goal. During the unit, students will regularly reflect on their newly-acquired knowledge and skills through journal entries and discussion groups. Staff will then informally assess student improvement by reviewing the quality of journal outputs and discussion contributions and adjust lesson plans accordingly. As the unit comes to a close, students will complete a post-assessment to formally measure their improvement.

Strengthened Character Education: We will strengthen our character education and social-emotional content by implementing the Second Step social-emotional learning curriculum. Once a week, a tutor trained to deliver the Second Step curriculum will lead students in a second step lesson (approximately 25 lessons per year). Each lesson will focus on a set skill such as “identifying others’ feelings” and a specific objective such as “label your own feelings as the same or different than another’s feelings.” Students will then spend the rest of the week completing a “follow through card” that provides a variety of real-life applications of the lesson. Second Step also gives students opportunities to journal and self-reflect on their progress. This work will be reinforced by school-based social-emotional strategies, which site coordinators will learn by attending school-sponsored trainings.

We will also implement a “Student of the Week” protocol to improve attendance, participation, and behavior. Students with perfect attendance, excellent behavior, and exhibit leadership qualities will be selected to become student of the week. They will receive a certificate, a prize, and special privileges throughout the week, including lunch with the program director. This is directly connected to social-emotional security and will give students the confidence to improve their behavior during the school day as well.

Increased Focus on High School Transitions: Our Stratford Middle site (called The Union) will serve 7th-8th grade students and focus on the transition to high school, which is often rife with potential challenges for at-risk youth. In addition to the staff requested in this proposal, we have a full-time Transition Coach that we can draw upon to help each 8th grade student develop an Action Plan that outlines goals, milestones, and resources centering on high school readiness and academic/social-emotional achievement. This coach will also provide weekly small groups, bi-weekly High School 101 workshops, and quarterly service learning projects to make the transition as seamless as possible. Similarly, staff will partner with Martha O’Bryan Center Adult Education and Post-Secondary Success programs to bolster family engagement and college preparedness for youth.

Improved Summer Programming: We will also retool our summer program, which will be rolled out at Martha O’Bryan Center, KIPP Kirkpatrick, and Explore! Community School in 2017-18. The Destination: Exploration program will serve at-risk elementary school students who are isolated by poverty, offering them comprehensive academic, social-emotional, and enrichment programming that meets or exceeds the opportunities accessible to middle and upper class families. Our short-term goals will be to help youth improve key reading and math skills, strengthen healthy social-emotional behaviors, and discover gifts and talents. We will also conduct summer program at The Union at Stratford Middle, where students will build the academic and social-emotional skillsets required to succeed in college. Middle school youth ages 14-15 will also have access to Martha O’Bryan Center’s Opportunity Now program, through which they can pursue paid work experiences that teach valuable work readiness skills.

New Applicants Only

If the applicant does not have a prior history of State grants or contracts, provide the following information:

Previous experience with grant funding at the local or federal level.

Previous experience in delivering educational or related services.

Budget

**Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0
- Lottery for Education: Afterschool Programs**

Indirect Cost

Total Contributing to Indirect Cost	\$395,046.00
Indirect Cost Rate	8.00%
Maximum Allowed for Indirect Cost	\$31,603.68

Account Number	Total
73300 - Community Services	\$399,546.00
99100 - Transfers Out	\$5,454.00
Total	\$405,000.00
Adjusted Allocation	\$0.00
Remaining	(\$405,000.00)

Budget Detail

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

Indirect Cost	
Total Contributing to Indirect Cost	\$395,046.00
Indirect Cost Rate	8.00%
Maximum Allowed for Indirect Cost	\$31,603.68

73300 - Community Services - \$399,546.00

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$21,000.00	\$21,000.00

Narrative Description

Litton Middle Site Coordinator: The Litton Middle Site Coordinator will be responsible for communicating with school staff, recruiting and retaining students, planning parent engagement events, attending school professional development and planning meetings, overseeing student assessments, analyzing program data, creating ability groups, and building programmatic culture and community. This person will spend 100% of their time supporting our Litton Middle program. Because we propose to serve 60 students at Litton, this position will be full-time. That said, we are requesting 60% of this position's annual salary costs, as 40% will be covered with Nashville After-Zone Alliance funding (\$35,000 x 60% = \$21,000).

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$21,000.00	\$21,000.00
Narrative Description					

Cameron College Prep Site Coordinator: The Cameron College Prep Site Coordinator will be responsible for communicating with school staff, recruiting and retaining students, planning parent engagement events, attending school professional development and planning meetings, overseeing student assessments, analyzing program data, creating ability groups, and building programmatic culture and community. This person will spend 100% of his time supporting our Cameron College Prep program. Because we propose to serve 40 students at Cameron, this position will be full-time. That said, we are requesting 60% of this position's annual salary costs, as 40% will be covered with Nashville After-Zone Alliance funding (\$35,000 x 60% = \$21,000).

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$13,200.00	\$13,200.00

Narrative Description

Extended Learning Coordinator: The Extended Learning Coordinator will work directly with site coordinators to plan lessons and create curricula that meet the individual needs of each site. Indeed, this person will be responsible for the academic rigor of our program, combining school data with programmatic data to create fun and engaging activities that build upon the knowledge and skills students are learning during the school day. She will also train all of our tutoring staff to use data and creates user-friendly resources for them to implement best instructional practices. She will spend 60% of her time supporting programs proposed in this grant application and 40% of her time supporting our three existing program sites. We are requesting funds to cover 30% of her annual salary costs (\$44,000 x 30% = \$13,200). The remainder of her salary costs will be covered through private grants and other fundraising efforts.

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$13,500.00	\$13,500.00

Narrative Description

K-8 Program Manager: The Program Manager will be responsible for hiring all tutoring staff, managing site compliance, observing and evaluating programs, building relationships with partners, overseeing data input/evaluation, and scheduling enrichment, field trips, and summer break programming. This person will spend 60% of his time managing programs proposed in this grant application and 40% of his time managing our three existing program sites. We are requesting funds to cover 30% of his annual salary costs (\$45,000 x 30% = \$13,500). The remainder of his salary costs will be covered through private grants and other fundraising efforts.

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$35,000.00	\$35,000.00
Narrative Description					
<p>KIPP Kirkpatrick Site Coordinator: The KIPP Kirkpatrick Site Coordinator will be responsible for communicating with school staff, recruiting and retaining students, planning parent engagement events, attending school professional development and planning meetings, overseeing student assessments, analyzing program data, creating ability groups, and building programmatic culture and community. This person will spend 100% of their time supporting our KIPP Kirkpatrick program. Because we propose to serve 80 students at KIPP Kirkpatrick, this position will be full-time (\$35,000 x 100% = \$35,000).</p>					
Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$21,000.00	\$21,000.00
Narrative Description					
<p>Stratford Middle Site Coordinator: The Stratford Middle Site Coordinator will be responsible for communicating with school staff, recruiting and retaining students, planning parent engagement events, attending school professional development and planning meetings, overseeing student assessments, analyzing program data, creating ability groups, and building programmatic culture and community. This person will spend 100% of his time supporting our Stratford Middle program. Because we propose to serve 50 students at Stratford, this position will be full-time. That said, we are requesting 60% of this position's annual salary costs, as 40% will be covered with Nashville After-Zone Alliance funding (\$35,000 x 60% = \$21,000).</p>					
Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	105 - Supervisor / Director		1.00	\$35,000.00	\$35,000.00
Narrative Description					

Tom Joy Elementary Site Coordinator: The Tom Joy Elementary Site Coordinator will be responsible for communicating with school staff, recruiting and retaining students, planning parent engagement events, attending school professional development and planning meetings, overseeing student assessments, analyzing program data, creating ability groups, and building programmatic culture and community. This person will spend 100% of their time supporting our Tom Joy Elementary program. Because we propose to serve 60 students at Tom Joy, this position will be full-time (\$35,000 x 100% = \$35,000).

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	116 - Teachers		22.00	\$8,640.00	\$190,080.00

Narrative Description

K-8 Youth Development Tutors will be responsible for daily program implementation, literacy and math instruction, subject-specific tutoring, enrichment activities, student voice and choice, and student safety. These Tutors will spend 100% of their time at their assigned site. Our cost analysis is outlined below:

Tom Joy Elementary Tutors: (\$16 per hour x 15 hours per week x 36 weeks x 5 tutors = \$43,200)

KIPP Kirkpatrick Tutors: (\$16 per hours x 15 hours per week x 36 weeks x 6 tutors = \$51,840)

Litton Middle Tutors: (\$16 per hour x 15 hours per week x 36 weeks x 5 tutors = \$43,200)

Cameron College Prep Tutors: (\$16 per hour x 15 hours per week x 36 weeks x 3 tutors = \$25,920)

Stratford Middle Tutors: (\$16 per hour x 15 hours per week x 36 weeks x 3 tutors = \$25,920)

Total Cost: \$190,080

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
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73300 - Community Services	201 - Social Security		1.00	\$20,030.00	\$20,030.00
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Narrative Description

We are requesting the following funds to cover costs associated with Social Security taxes for all Site Coordinators and Tutors, as outlined below:

Tom Joy Elementary Site Coordinator ($\$35,000 \times 6.2\% = \$2,170$)

KIPP Kirkpatrick Site Coordinator ($\$35,000 \times 6.2\% = \$2,170$)

Litton Middle Site Coordinator ($\$21,000 \times 6.2\% = \$1,302$)

Cameron College Prep Site Coordinator ($\$21,000 \times 6.2\% = \$1,302$)

Stratford Middle Site Coordinator ($\$21,000 \times 6.2\% = \$1,302$)

Tom Joy Elementary Tutors ($\$8,640$ per tutor x 5 tutors x 6.2% = $\$2,678$)

KIPP Kirkpatrick Tutors (\$8,640 per tutor x 6 tutors x 6.2% = \$3,214)

Litton Middle Tutors (\$8,640 per tutor x 5 tutors x 6.2% = \$2,678)

Cameron College Prep Tutors (\$8,640 per tutor x 3 tutors x 6.2% = \$1,607)

Stratford Middle Tutors (\$8,640 per tutor x 3 tutors x 6.2% = \$1,607)

Total Cost: \$20,030

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	207 - Medical Insurance		1.00	\$12,000.00	\$12,000.00
Narrative Description					

We are requesting the following funds to cover costs associated with medical insurance for our full-time Program Manager and full-time Site Coordinators, as outlined below:

K-8 Program Manager (\$4,000 in annual costs)

KIPP Kirkpatrick Site Coordinator (\$4,000 in annual costs)

Tom Joy Elementary Site Coordinator (\$4,000 in annual costs)

Total Cost: \$12,000

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	212 - Employer Medicare		1.00	\$4,687.00	\$4,687.00
Narrative Description					

We are requesting the following funds to cover costs associated with Employer Medicare for all Site Coordinators and Tutors, as outlined below:

Tom Joy Elementary Site Coordinator ($\$35,000 \times 1.45\% = \508)

KIPP Kirkpatrick Site Coordinator ($\$35,000 \times 1.45\% = \508)

Litton Middle Site Coordinator ($\$21,000 \times 1.45\% = \305)

Cameron College Prep Site Coordinator ($\$21,000 \times 1.45\% = \305)

Stratford Middle Site Coordinator ($\$21,000 \times 1.45\% = \305)

Tom Joy Elementary Tutors ($\$8,640$ per tutor x 5 tutors x $1.45\% = \$626$)

KIPP Kirkpatrick Tutors (\$8,640 per tutor x 6 tutors x 1.45% = \$752)

Litton Middle Tutors (\$8,640 per tutor x 5 tutors x 1.45% = \$626)

Cameron College Prep Tutors (\$8,640 per tutor x 3 tutors x 1.45% = \$376)

Stratford Middle Tutors (\$8,640 per tutor x 3 tutors x 1.45% = \$376)

Total Cost: \$4,687

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	299 - Other Fringe Benefits		1.00	\$4,524.00	\$4,524.00

Narrative Description

We are requesting the following funds to cover costs associated with Workman's Comp and Disability for all Site Coordinators and Tutors, as outlined below:

Tom Joy Elementary Site Coordinator (\$35,000 x 1.4% = \$490)

KIPP Kirkpatrick Site Coordinator (\$35,000 x 1.4% = \$490)

Litton Middle Site Coordinator (\$21,000 x 1.4% = \$294)

Cameron College Prep Site Coordinator (\$21,000 x 1.4% = \$294)

Stratford Middle Site Coordinator (\$21,000 x 1.4% = \$294)

Tom Joy Elementary Tutors (\$8,640 per tutor x 5 tutors x 1.4% = \$605)

KIPP Kirkpatrick Tutors (\$8,640 per tutor x 6 tutors x 1.4% = \$726)

Litton Middle Tutors (\$8,640 per tutor x 5 tutors x 1.4% = \$605)

Cameron College Prep Tutors (\$8,640 per tutor x 3 tutors x 1.4% = \$363)

Stratford Middle Tutors (\$8,640 per tutor x 3 tutors x 1.4% = \$363)

Total Cost: \$4,524

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	399 - Other Contracted Services		1.00	\$4,500.00	\$4,500.00
Narrative Description					

We are requesting \$4,500 to pay contracted enrichment partners. These partners include, but are not limited to, EMBRACE (empowerment programming for middle school girls); Gentry Farms (hands-on life science programming); Mr. Bond the Science Guy (STEM presentations and programming); Nashville Children's Theatre (theatre, arts programming); Nashville Zoo (biology programming, live animal features); and Natalie Martin Handwriting (cursive instruction).

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	429 - Instructional Supplies & Materials		1.00	\$2,500.00	\$2,500.00
Narrative Description					

We are requesting \$2,500 to purchase academic enrichment supplies (art, STEM, nutrition, athletics) and curriculum development materials (evidence-based textbooks). We have a robust portfolio of instructional materials from our 17 years of service delivery and will use these funds to deepen this catalogue.

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	499 - Other Supplies and Materials		1.00	\$750.00	\$750.00
Narrative Description					

We are requesting \$750 to purchase office supplies including pens, paper clips, staples, file folders, notebooks, etc.

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
73300 - Community Services	524 - In-Service / Staff Development		1.00	\$775.00	\$775.00
Narrative Description					

We are requesting \$500 to send our K-8 Program Manager to the annual summer symposium and other state-sponsored conferences.

We are also requesting \$275 to pay for CPR training (\$55 per person x 5 site coordinators = \$275).

Total for 73300 - Community Services	\$399,546.00
Total for all other Account Numbers	\$5,454.00
Total for all Account Numbers	\$405,000.00
Adjusted Allocation	\$0.00
Remaining	(\$405,000.00)

Budget Detail

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Indirect Cost	
Total Contributing to Indirect Cost	\$395,046.00
Indirect Cost Rate	8.00%
Maximum Allowed for Indirect Cost	\$31,603.68

99100 - Transfers Out - \$5,454.00

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
99100 - Transfers Out	504 - Indirect Cost		1.00	\$5,454.00	\$5,454.00

Narrative Description

We are requesting \$5,454 to help offset back office costs, including staff recruitment, accounting, and administration.

Total for 99100 - Transfers Out	\$5,454.00
Total for all other Account Numbers	\$399,546.00
Total for all Account Numbers	\$405,000.00
Adjusted Allocation	\$0.00
Remaining	(\$405,000.00)

Budget Overview

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

Indirect Cost	
Total Contributing to Indirect Cost	\$395,046.00
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Show Unbudgeted Categories

Line Item Number	Account Number	73300 - Community Services	99100 - Transfers Out	Total
105 - Supervisor / Director		159,700.00		159,700.00
116 - Teachers		190,080.00		190,080.00
201 - Social Security		20,030.00		20,030.00
207 - Medical Insurance		12,000.00		12,000.00
212 - Employer Medicare		4,687.00		4,687.00
299 - Other Fringe Benefits		4,524.00		4,524.00
399 - Other Contracted Services		4,500.00		4,500.00
429 - Instructional Supplies & Materials		2,500.00		2,500.00
499 - Other Supplies and Materials		750.00		750.00
504 - Indirect Cost			5,454.00	5,454.00
524 - In-Service / Staff Development		775.00		775.00
Total		399,546.00	5,454.00	405,000.00

Adjusted Allocation	0.00
Remaining	-405,000.00

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

*** Student recruitment and retention. The applicant should describe who will be served and the process for student recruitment and retention. The applicant must describe what data will be used to determine student participation in the program. Students must meet the eligibility guidelines mentioned in the Absolute Priority section of the application.**

Recruitment: Martha O'Bryan Center's K-8 Youth Development program will recruit 290 students (and backfill as necessary) to reach and maintain capacity at the program sites identified in this proposal. Staff begins the recruitment process by offering registration to currently enrolled students and families. We work directly with school leaders and community partners to identify and recruit academically, socially, and/or emotionally at-risk students who would most benefit from our program, through report card grades, test scores, IEPs, and behavior plans. K-8 Youth Development staff also attends all school orientations and open houses and collaborates with school faculty to craft email blasts and social media posts. All of our partner schools qualify as Title I (>40% of students qualifying for free or reduced-cost meals). While this represents our primary service base, we have also notified local private schools to ensure interested families are able to participate.

While we primarily serve students who attend low-performing schools in and around the Cayce Place and Napier/Sudekum communities, we have also notified local private schools to ensure interested families are able to participate. Indeed, one such Principal has asked to observe our program and will be recommending it to parents. We are also well-equipped to support special education students because of our low student:teacher ratio and our close relationships with school staff and parents. This gives us the ability to provide accommodations in our out-of-school-time setting in line with those available to special education students during the school day.

Once students have been selected, K-8 Youth Development staff hosts a parent information session at each site to provide details about how our services can strengthen each student's building block skills. As a follow-up measure, school partners send an informational flyer home with potential participants whose parent or caregiver was unable to attend the in-person information session.

Retention: K-8 Youth Development staff provides engaging and student-driven services, and therefore, retention is rarely an issue. That said, if a student's attendance begins to wane, we partner with his or her parent or caregiver to create an improvement plan. This includes continuous attendance monitoring, weekly check-ins with a staff mentor, and routine calls home. Field trips, enrichment activities and relationship building with families and teachers also help foster retention. Our overarching goal is to build a joyful culture and strong sense of community so that students want to attend in the

first place.

Eligibility Criteria: All of our partner schools are defined as Title I, with at least 40% of the students qualifying to receive free or reduced-cost meals through the National School Lunch Program. Please reference the chart in our Statement of Need section for specific percentages.

*** Nutritional programs and physical activity. The applicant should describe how snacks will be provided and the type of physical activities that will be offered to students.**

Nutrition: K-8 Youth Development partners with Metropolitan Nashville Public Schools (school sites) and Second Harvest of Middle Tennessee (community sites) to provide a healthful daily snack to all participants, in accordance with national school lunch nutrition standards (www.tennessee.gov/education/top/school-nutrition). Offerings include fruits, grains, cheese, and crackers. Staff and partners also conduct nutrition education activities during daily enrichment, teaching students to evaluate the nutritional value of food groups, cook healthful meals, and maintain a balanced diet. Students also learn about common health issues, including diabetes and asthma.

Physical Activity: K-8 Youth Development provides voice and choice physical activities in response to student interests. These activities occur for at least one hour per week, but due to student demand, more time is often allotted. Activities include GoNoodle (daily), soccer clinics, yoga, dance, tennis, cardio/calisthenics, and other organized sports.

*** Program Schedule. The applicant should check the appropriate grade level(s) to be served. For each grade level, indicate if programming will be provided before or afterschool as well as during the summer. The applicant should indicate when transportation will be provided. Enter the total number of hours the program will be open under each day of the week.**

<input checked="" type="checkbox"/> Elementary		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>							0.00
After	<input checked="" type="checkbox"/>	3	3	3	3	3		15.00
Summer	<input checked="" type="checkbox"/>	8	8	8	8	8		40.00

Middle

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>							0.00
After	<input checked="" type="checkbox"/>	3	3	3	3	3		15.00
Summer	<input checked="" type="checkbox"/>	4	4	4	4	4		20.00

High

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>							0.00
After	<input type="checkbox"/>							0.00
Summer	<input type="checkbox"/>							0.00

* Transportation Plan. All programs/sites must establish a plan for the safe transportation of participants and explain that procedure in the proposal, such as bus transportation, parent pick-up, or walking. All programs will be expected to provide services in a manner consistent with state child care guidelines.

Our Senior Director of K-8 Youth Development has created a detailed transportation plan for each proposed school and community site, as outlined below:

Car Riders: When a parent or caregiver registers a student, they must provide names for up to three adults who are permitted to pick up their student from programming. All designated adults, including the parent or caregiver, must show photo ID to a site coordinator when picking up his or her student for the first time.

Bus Riders: The majority of our proposed school sites are located within the heart of the communities they serve, and therefore, students do not need bus transportation. That said, we will provide bus transportation for students attending programming at KIPP Kirkpatrick, Cameron College Prep, and Stratford Middle.

Walkers: Because our sites are centrally-located, many of our students walk to and from programming each day. Walkers must have a parent or caregiver come to the site, show photo ID, and sign the student out before they leave each evening.

All program sites provide services in accordance with state childcare guidelines. It is of crucial importance to us to ensure our students arrive home safely each night.

Budget - Program Timeline

In this section, the applicant will describe the project timeline for the first year of the program. The timeline should delineate when activities will begin, project milestones, and responsible party (ies). Project milestones should be based on the proposed activities that will be implemented to achieve the performance goals. It is not necessary to identify all project activities. The applicant may use a project chart to outline this information.

Martha O'Bryan Center

Budget Program Timeline

Calculations are based on our K-8 Youth Development serving 290 students—200 who will not require transportation (200 x \$1,350 = \$270,000) and 90 who will receive transportation (90 x \$1,500 = \$135,000). Therefore, we are requesting \$405,000 in funding for Fiscal Year 2018. Please reference our budget for more details.

Quarter I

Timeframe	Project Milestones	Responsible Parties
July 2017 (not funded by LEAPS)	Conduct recruitment	K8 staff, school leaders, teachers, community partners
	Site coordinators attend school professional development	K8 staff, school leaders, teachers
	Host a parent orientation session at each site	K8 staff
August 2017	Conduct training for site coordinators (12 hours)	K8 Extended Learning Coordinator, K8 site coordinators
	Conduct training for tutors (6 hours)	K8 staff
	Commence programming with start of school year	K8 staff
	Conduct baseline reading and math assessments related to Performance Targets 1.1 – 1.4	K8 staff
	Survey students and parents to determine interests that will inform voice and choice programming	K8 staff
	Align out-of-school-time programming with in-school units	K8 staff, teachers
September 2017	Use baseline assessments and student/parent surveys to create goals for each student	K8 staff

<p>Conduct Quarter I parent workshop centering on awareness and prevention of Adverse Childhood Experiences (ACEs)</p>	<p>K8 staff, school leaders, community partners</p>
<p>Issue Quarter I progress reports to students and parents</p>	<p>K8 staff</p>
<p>Quarter II</p>	
<p>Timeframe</p>	<p>Project Milestones</p>
<p>October 2017</p>	<p>Review Quarter I data to audit alignment with Performance Targets</p> <p>As necessary, revise academic content to address identified skill gaps</p> <p>Identify students who sub-par attendance and partners with parents to create an improvement plan</p>
<p>November 2017</p>	<p>Conduct Quarter II parent workshop centering on family literacy</p> <p>Conduct training for site coordinators (3 hours)</p> <p>Conduct training for tutors (3 hours)</p>
<p>December</p>	<p>Conduct mid-year reading and math assessments</p>
<p>Responsible Parties</p> <p>K8 staff, teachers</p> <p>K8 staff</p> <p>K8 staff, parents</p> <p>K8 staff, school leaders, community partners</p> <p>K8 staff</p> <p>K8 staff</p> <p>K8 staff</p>	

2017	related to Performance Targets 1.1 – 1.4	K8 staff, school leaders, community partners
	Host Winter Showcase, giving students the opportunity to illustrate gifts and talents	K8 staff
	Issue Quarter II progress reports to students, parents, teachers, school administrators, and other key stakeholders	K8 staff
Quarter III		
Timeframe	Project Milestones	Responsible Parties
January 2018	Review Quarter II data to audit alignment with Performance Targets	K8 staff, teachers
February 2018	Conduct Quarter III parent workshop centering student advocacy (in partnership with Nashville Rise)	K8 staff, school leaders, community partners
March 2018	Conduct training for site coordinators (3 hours)	K8 staff
	Conduct training for tutors (3 hours)	K8 staff
	Issue Quarter III progress reports to students and parents	K8 staff

Quarter IV		Responsible Parties
Timeframe	Project Milestones	
April 2018	Review Quarter III data to audit alignment with Performance Targets Conduct Quarter IV parent workshop centering on college access (in partnership with MOBC's Post-Secondary Success program)	K8 staff, teachers K8 staff, school leaders, community partners
May 2018	Conduct end-of-year reading and math assessments related to Performance Targets 1.1 – 1.4 Host Spring Showcase, giving students the opportunity to illustrate gifts and talents Issue Quarter IV reports to parents, teachers, school administrators, and other key stakeholders Conduct annual debrief/continuous improvement meeting with school and community partners	K8 staff K8 staff, school leaders, community partners K8 staff K8 staff, school leaders, MOBC Evaluation Team, community partners
June 2018	Conduct summer programming to combat learning loss and expose students to a variety of project-based and experiential activities	K8 staff, school leaders

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

*** Statement of Need. In this section, the applicant will describe how the proposed project addresses the needs of the students to be served. The applicant should describe the factors the planning team considered when identifying the target student population. There should be some evidence that a needs assessment was conducted prior to applying for the grant.**

Martha O'Bryan Center is located in the heart of our primary area of service, Cayce Place. Average annual income is \$7,494, the population is 91% African American; 90% of households are headed by a single female, and 60% of residents are under the age of 18. Unemployment is 30.3%, five times as high as the county average (*TN Department of Labor*). Only 8% of Cayce Place residents have a college degree; in our greater service area (Census Tracts 119, 192, 193), 22% have a college degree. We also provide services in the Napier/Sudekum area, where 90% of residents are African-American and 40% are ages 0-9. Median income is \$10,949, and 77.8% of residents live below the poverty line. Less than 60% of residents have a high school diploma and only 3.4% have a Bachelor's Degree.

The children we serve are zoned for some of the worst-performing schools in the city, the state, and the nation. Community elementary and middle schools are more than 80% economically disadvantaged and scored Cs, Ds, or Fs in Reading, Math, Science, and Social Studies, according to TCAP results (TN DOE Report Card, 2015). Two of these schools—Kirkpatrick Elementary and Stratford Middle—rank among the bottom 5% in the state. To exacerbate this issue, youth are particularly isolated by poverty, often cut off from quality educational and social-emotional enrichment programming and unable to access the opportunities their more affluent peers receive. In fact, by sixth grade, youth in poverty have likely spent 6,000 fewer hours learning than their middle class counterparts, who have increased access to pre-school, after-school, and summer learning opportunities (*The After-School Corporation*).

Detailed demographic/school statistics for the schools to be served in this request are as follows:

Table 2: 2015 School Stats	KIPP Kirkpatrick PK-4 Pop 375	Tom Joy Elementary K-4 Pop 421	Cameron Middle 5-8 Pop 587	Stratford Middle 5-8 Pop 394	Litton Middle 5-8 Pop 419	School Status
	Priority School (Turnaround)	Low-Performing	Low-Performing	Priority School	Low-Performing	

Economic Disadvantage	99.2%	82%	87%	92.1%	72.6%
Av. Daily Attendance	93.2%	93.6%	94.3%	93.6%	95%
ELL	5.3%	16.5%	40.5%	6.4%	6.3%
Math: % basic or below basic proficiency	78.3%	62.1%	41.9%	72.2%	56.7%
Reading: % basic or below basic proficiency	88.7%	79.5%	75.1%	87.7%	57.7%

In the neighborhoods we serve and the schools our children attend, crime, discipline, and health data further solidify the need for in-depth academic and social-emotional enrichment services. The families we serve identify safety as a primary concern, with 90% agreeing that violence is a problem in their community (*MOBC Community Needs Assessment, 2013*). These results reinforce recent crime reports, which show nearly 100 crimes committed in Cayce Place in the past month, including 46 assaults, 15 thefts, and 19 drug/alcohol violations (*CrimeMapping*). Moreover, 33% of elementary school students and 43% of high school students in our service area are overweight or obese (*Coordinated School Health, 2012*). This is problematic because research shows that consistent exposure to violence and unhealthy food creates “toxic” levels of stress in the body, which can harm the developing brain and lead to physical, social-emotional, and cognitive debilitation (Safe Start Center). Fortunately, the safe, nurturing space provided by our K-8 extended learning program helps families break this cycle and positively influence child outcomes.

Indeed, we founded our K-8 extended learning program in 2000 to counter these trends, providing additional academic, social-emotional, and college/career programming to 350 students at seven school and community sites in and around the Cayce Place and Napier/Sudekum communities. K-8 program demographics: 60% of children served are female; 90% are African-American. Services identified in this proposal will serve students at: KIPP Kirkpatrick (80 youth), Tom Joy Elementary (60 youth), Litton Middle (50 youth), Cameron Middle (40 youth), and Stratford Middle (50 youth).

K-8 programming addresses the aforementioned educational and economic barriers by delivering comprehensive academic and enrichment services and supporting the physical and social-emotional health of elementary and middle school youth. Programming is designed to ensure successful transitions to middle school and high school, through subject-specific tutoring (guided reading and math groups and one-on-one instruction, 1:10 teacher to student ratio), enrichment activities (STEM, arts, dance, career exploration, and post-secondary success programming), and health and wellness programming (cooking lessons, nutrition education, and voice-and-choice fitness activities). At all school sites, K-8 educators collaborate with faculty to identify students in need of academic and social-emotional enrichment, share student data and best practices, supplement core educational content, and support

school and district improvement plans. We continually engage families as well, through routine progress reports, conferences, and student showcases. When students or families need additional program support, we provide wrap-around referrals to other Martha O'Bryan Center and partner services. Combined, K-8 services help students build resiliency and create foundations for successful academic careers.

Through our long-standing history of service (70 years in the Cayce community and 20 years through our extended learning program), we have developed a profound understanding of the academic, social-emotional, and practical supports that at-risk youth need to lift themselves up and out of poverty. Our methods have been confirmed by leading research, which states that early reading interventions are crucial, since children who are only moderately skilled readers by 3rd grade will most likely be poor readers by 9th grade and will struggle to graduate high school (*National Center for Family Literacy*). In-depth math support is vital as well, as nearly 90% of all new jobs require advanced math skills (*Improving Mathematics Achievement, U.S. Dept of Ed*). In fact, STEM occupations are projected to grow by 17% from 2008 to 2018, compared to 9.8% growth for non-STEM occupations (*U.S. Dept of Commerce*). Unfortunately, though STEM education has the ability to open new vistas of opportunity for our youth, STEM careers are few and far between in low-income, urban communities like Cayce Place. In fact, African-Americans represent 13% of the technical workforce but only 3% of the STEM workforce. It is therefore essential that we continue to provide thorough, evidence-based academic and social-emotional enrichment services, like those referenced in this proposal, because without them, our students will struggle to succeed in our nation's 21st Century economy.

Our understanding of need is based on several factors, comprising both the heart (human services) and mind (data/analysis). For one, we have 65 years of service in the community, partnering with parents, providers, and schools to offer shared solutions and robust education/employment supports. Through this listening-driven dialogue, we receive essential feedback. We also utilize data culled from our Promise Neighborhood needs assessment (conducted in 2012); Envision Cayce MDHA needs assessment (2013); Byrne Criminal Justice Innovation grant needs assessment (2013); and Tennessee Department of Education report card statistics (2015). We work closely with Metropolitan Nashville Public Schools (MNPS) as well, aligning common goals, sharing data and often locating support services on site (i.e. our three Academic Student Unions at Stratford Middle, Stratford High, and Maplewood High). We also poll parents from our K-8 Youth Development program each year—92% said they were very happy with the program; 70% chose 3 hours after school M-Th as the best time for services; and 80% plan to return to the program next year. Additionally, 72% are interested in adult education and digital literacy, which are available through Martha O'Bryan Center's cradle-to-career continuum of two-generational services.

Ultimately, we also work with the schools and district as partners, using our K-8 programming, other Center programs, and collective impact with partners to provide the best possible education interventions. The following chart outlines how specific strategies are aligned with MNPS reforms over the last seven years:

MOBC Alignment to MNPS Reform Efforts

Target Schools	MNPS Reforms	K-8/MOBC Strategies
KIPP Kirkpatrick Elementary Tom Joy Elementary	<ul style="list-style-type: none"> · Great Teachers and Leaders (2010) · New Teacher Project (2010) · Data System and Informed Instruction (2010) · Teacher and Leader Evaluations (2011) · Teacher Leader Institute (2011) · EL reforms (2012) · Common Core Standards (2012) · Diversity Management Plan (2013) 	<ul style="list-style-type: none"> · Kindergarten Readiness · Health and Nutrition · Community of Practitioners · Parent Education · Digital Empowerment · Increased Out of School Time · Physical and Social Emotional Health · Family Engagement · Trauma-Informed Care
Cameron College Prep Isaac Litton Middle Stratford STEM Middle	<ul style="list-style-type: none"> · Academic Academies (2010) · STEM Grant and Instruction (2010) · Data System and Instruction (2010) · The New Teacher Project (2010) · School Improvement Grant; I-Zone Innovation Grant (2011) · Teaching and Learning in Urban Schools (2011) · Teacher Leader Institute (2011) · Common Core Standards (2012) · Blended Learning (2012) · EL Reforms (2012) · Teacher and Leader Evaluation (2012) · Diversity Mgmt Plan (2013) 	<ul style="list-style-type: none"> · In-School Reform Efforts · Increased Out of School Time · Middle to High School Bridge · Physical and Social Emotional Health · Family Engagement · Digital Empowerment · Trauma-Informed Care · Youth Employment Programming · College and Career Prep

	<ul style="list-style-type: none"> · PASSAGE Network Suspension Reduction (2014) · Project PREVENT (2014) 		
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Performance Goals and Indicators. The Tennessee Department of Education (TDOE) extended learning programs has established a set of performance goals and indicators as a part of the statewide evaluation of LEAPS programs. Performance targets were based on statewide data collected during prior program years and/or national targets. A chart of the performance goals and indicators is listed below. Each performance goal aligns with a specific aspect of the department's strategic plan. Indicators are the tools that will be used to measure progress towards goals. The indicators are pre-established and in some cases include TDOE developed instruments such as teacher and parent surveys that will be provided to the grantee.

In this section, the applicant should describe the following: 1. specific program activities that will be implemented to address each performance goal and target; 2. relevant professional development activities pertaining to each goal and performance target and 3. how progress towards performance goals will be shared with stakeholders such as parents, students and school/community partners.

Performance Goal 1: All students will reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Target(s)	<p>1.1 At least 50% of all students who participate in the program for 30 days or more will have improved Math grades from fall to spring [national target 48.5%]</p> <p>1.2 At least 50% of all students who participate in the program for 30 days or more will have improved Reading/Language Arts grades from fall to spring [national target 48.5%]</p>
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1.3 At least 40% of all students who participate in the program for 30 days or more will be proficient or above in Math on state assessment

1.4 At least 40% of all students in the who participate in the program for 30 days or more will be proficient or above in Reading/Language Arts on state assessment

*** Activities**

K-8 extended learning academic activities are aligned with Common Core standards. We work to fill in learning gaps as identified by the nationally normed and common core aligned STAR 360 assessments so that students can build upon grade level content delivered during the school day. We offer both academic intervention small group lessons as well as academic enrichment projects and units. Student participation is based on the Response-to-Intervention (RTI) service model to identify individual student needs and prescribe an appropriate tier of support. By working with school administration, we tailor each program to match both the school and student needs so that all students receive at least 1 hour of academic intervention or enrichment each day. For example, based on student's percentile rank on the STAR 360, the hour's activities will vary ranging from small intervention groups (1:5) to larger group enrichment activities. A student falling in the bottom 10% of the nation in performance will receive more targeted literacy and/or math instruction for at least 1 hour a day each day of programming.

Our literacy instruction incorporates the National Reading Panel's five integral components of quality reading programs—phonemic awareness, phonics, fluency, guided oral reading, vocabulary and comprehension. The curriculum consists of a blend of strategies and materials from Scholastic Guided Reading, Fountas and Pinnell Literacy, Dr. Jan Richardson Guided Reading, and SERP, along with in house created materials. Math instruction is standards based and driven by STAR 360 results. The Extended Learning Coordinator and Site Coordinators identify the skills and knowledge needed to address each standard in need of improvement and build real-work scenarios into engaging and effective lessons.

Across both elementary and middle school, the Site Coordinators attend common planning time quarterly to keep informed of units and themes that will be taught across the next marking period. With this information, the Site Coordinator focuses and designs lessons that prepare and support students for their in class learning.

Below are specific examples of lessons and activities one might find at each level for both literacy and math. It is important to note that across all of our lessons and activities, Site Coordinators rely on the screening results from STAR 360 to choose which literacy and/or math standards to focus on.

Elementary School (K-4)	Literacy	Guided Reading: Tutors are trained to follow leveled Guided Reading Progression charts that outline the characteristics of a leveled reader with specific questions to ask, phonics and sight words to focus on, and how to recognize when the student is ready to move on to the next level. After reading a book, students complete a journal to practice predicting, identifying characters, setting, plot, theme, and new vocabulary.
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*** Professional Development**

All tutors and site coordinators receive 12 hours of training to review STAR assessment, curriculum, instructional strategies to use in group, and learning the characteristics of readers on different levels and how to support their growth. Site coordinators will attend school PD before the start of school to align instructional strategies between our small group academics and their classrooms.

K-8 staff participates in NAZA /Nashville Public Library out of school time programming (Martha O'Bryan Center has been lead agency for the Northeast Zone since NAZA's inception in 2010). K-8 staff receive 18 hours of professional development annually in Positive Youth Development, best practices in reading and math instruction, behavior management, CPR, First Aid, home visits, and emergency preparedness protocols. Site coordinators are trained on how to collect and enter data into MOBC's data management system, ETO Efforts to Outcomes.

Embedded in this PD is YPQA training. In 2007, all MOBC programs began using the Youth Program Quality Assessment (YPQA), a research-based rubric, to evaluate the quality of youth programs and identify youth development needs. Staff continue to work with students in providing numerous opportunities for them to plan and implement activities on their own, consistent with the core principals of youth development. The Harvard Family Research Project describes high-performing afterschool programs as those that have "a broad array of enriching activities, variety of experiences that promote skill-building and mastery and a focus on intentional relationship-building" (*Little, Priscilla, 2007*).

All staff at MOBC also receive intensive "onboarding" training, including trauma-informed care training (by a license therapist) and cultural competency training. Regular "lunch and learns" focusing on cultural issues are held for staff as well, including but not limited to self-care practices, boundaries at work, cultural celebrations, Black History month teachings, and trauma informed care.

*** Communicating Results**

Surveys, evaluation and regular student feedback is reviewed by staff on an ongoing basis to effectively design training and programming that feeds the interests of the students and promotes academic growth. Tutors and site coordinators meet quarterly with school staff to share results and data; staff shares the progress reports from STAR assessments with parents a minimum of three times a year and mid-year progress report towards program outcomes is shared in newsletter form to schools, parents, and partners. No confidential personal information regarding students is included in this overview – it focuses on program goals. For all students, data sharing drives action plans, in partnership with parents and teachers.

MOBC also agrees to participate in the Tennessee Department of Education's Annual Progress Reporting (APR) process and any other required state reporting. Staff collects student and school level data and inputs the results into ETO, Efforts to Outcome, our data management system. Outcomes are reviewed monthly among staff, to determine program efficiency and effectiveness. Our K-8 director (check), also holds weekly staff meetings with tutors to discuss results and challenges, so we can be responsive to the needs of each student and specific learning trends. She is also responsible for facilitating and/or reporting APR information.

Performance Goal 2: All students will exhibit positive behavior changes that support academic and social growth.

Performance Target(s)

- 2.1 At least 75% of students who participate in the program for 30 days or more will have improved outcomes in timeliness and accuracy of homework completion. [PY2015-16 statewide teacher survey data -79.8% for improvement in timeliness and 81.4% for improvement in accuracy]
- 2.2 At least 75% of students who participate in the program for 30 days or more will have improved classroom participation and classroom behavior. [PY2015-16 statewide teacher survey data -74.7% for improvement in classroom participation and 71.8% for improvement in classroom behavior]
- 2.3 At least 75% of all students who participate in the program for 30 days or more will have improved outcomes in relations with peers. [PY2015-16 statewide teacher survey data -66.8%]

*** Activities**

We will utilize the Second Step Social emotional learning program; each site coordinator meets with students in school, meeting with students in school and acting as a mentor in teaching better life skills for success. The site coordinator is present at team meetings in school so teachers can reach out to him/her for help with a specific student. Parents provide feedback in a survey regarding students that need help and assistance in this area. As to the Second Step curriculum, students participate in a lesson each week, each lesson focusing on a set skill such as 'identifying others' feelings' and a specific objective for the student to meet "label your own feelings as the same or different than another's feelings". Step also provides journals and self-reflection to track student progress. Site coordinators will attend training at each school to learn social emotional strategies and curriculum specific to that school, so we can align our social emotional work in the afternoons. Site coordinators will deliver a social-emotional survey three times per year (baseline, mid-year, end-of-year) to measure program climate and culture. We will also conduct a Youth Assets Survey to help gauge youths' levels of need and guide our specific activities.

*** Professional Development**

In addition to the aforementioned YPQA and NAZA trainings, staff also receives Trauma Informed Care Training (2 hours), De-Escalation Training (2 hours), and Support Strategies Training (1 hour) provided by Martha O’Bryan Center’s Trauma-Informed Care Specialist. Site Coordinators and AmeriCorps also attend school professional development on Social-Emotional Learning.

*** Communicating Results**

Social-emotional progress is communicated through Class DOJO, a web-based portal that tracks student behavior. Parents can access this information in real-time. K-8 staff also meets with teachers and school leadership to discuss shared action plans for students with behavior issues. Staff works to advocate for in-school solutions.

Per all results, Martha O’Bryan Center also agrees to participate in the Tennessee Department of Education’s Annual Progress Reporting (APR) process and any other required state reporting. Staff collects student and school level data and inputs the results in to ETO, Efforts to Outcome, our data management system. Outcomes are reviewed monthly among staff, to determine program efficiency and effectiveness. Our K-8 director also holds weekly staff meetings with tutors to discuss results and challenges, so we can be responsive to the needs of each student and specific learning trends. She is also responsible for facilitating and/or reporting APR information.

Performance Goal 3: The percentage of students who are chronically absent from school will decrease.

Performance Target(s)

3.1 At least 75% of students who participate in the program for 30 days or more will miss 14 or fewer days of school each academic year. [state average for number of days missed for 2014 was 8; that is for all students/all grade levels, not 21st CCLC program specific]

*** Activities**

By creating an engaging program that students like to go to and feel safe, we will encourage attendance. If a student isn’t coming to school at all, our site coordinators are there to assist the school in calling the student, making home visits, providing outside resources and counseling to family members to help get the student to school. Snack/community time is an opportunity for fellowship among students, which supports engagement and Student of the Week honors also so incentivizes student attendance, by supporting positive behavior and “showing up” in both the literal and deeper sense of the phrase.

*** Competitive Priority III Activities**

The aforementioned Second Step social-emotional learning curriculum will also help our staff address chronic absenteeism and support students with mental health issues. Through Second Step, students participate in weekly lessons that focus on a set social-emotional skill such as 'identifying others' feelings' and a specific objective for the student to meet such as 'label your own feelings as the same or different than another's feelings'. Second Step also provides students with opportunities to journal, self-reflect, and track their progress.

Additionally, our site coordinators attend training at each school to learn social-emotional strategies and curriculum specific to that school, so we can align our social-emotional work in the afternoons. Site coordinators deliver a social-emotional survey three times per year (baseline, mid-year, end-of-year) to measure program climate and culture. Social-emotional progress is communicated through Class DOJO, a web-based portal that tracks student behavior. Parents can access this information in real-time. K-8 staff also meets with teachers and school leadership to discuss shared action plans for students with mental health issues. Staff works to advocate for in-school solutions.

Martha O'Bryan Center also has a five-person Family Support Team comprised of clinical social workers who provide social-emotional support to clients in crisis or in need of counseling. Through this prism, K-8 staff is also able to offer students opportunities to express themselves in small groups with trauma-informed mentors. Students are encouraged and mentored through various leadership activities and responsibilities within programming as well, such as being in charge of time keeping for transitions or holding their group accountable for cleaning their programming space.

We also partner with Catholic Charities and Family and Children's Service to refer families to additional counseling services as necessary.

*** Professional Development**

Staff receives training in Trauma-Informed Care and the Martha O'Bryan Center referral process to best assist struggling families. In 2013, Martha O'Bryan Center began transitioning to a Trauma-Informed Community Center, incorporating the six key principles of the Trauma-Informed Care Model, which is included in the SAMHSA National Registry of Evidence-Based Practices and Programs. This trauma-informed approach adheres to six key principles that can be generalized and adapted across a variety of settings: (1) safety; (2) trustworthiness and transparency; (3) peer support; (4) collaboration and mutuality; (5) empowerment and voice/choice; and (6) cultural, historical and gender issues. We also provide USA Mental Health First Aid training to help staff recognize early warning signs of depressions/suicide.

*** Communicating Results**

We will share attendance records monthly with the school and also compare notes on student's school attendance. MOBC also agrees to participate in the Tennessee Department of Education's Annual Progress Reporting (APR) process and any other required state reporting. Staff collects student and school level data and inputs the results in to ETO, Efforts to Outcome, our data management system. Outcomes are reviewed monthly among staff, to determine program efficiency and effectiveness. Our K-8 director (check), also holds weekly staff meetings with tutors to discuss results and challenges, so we can be responsive to the needs of each student and specific learning trends. She is also responsible for facilitating and/or reporting APR information.

Performance Goal 4: Family engagement will be embedded in the entirety of the program.

<p>Performance Target(s)</p>	<p>4.1 At least 90% of all parents with children/youth who participate in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc. [PY 2015-16 statewide parent survey data -80.6%]</p> <p>4.2 At least 90% of all parents with children/youth who participate in the program will report that there is always program staff available to discuss individual student needs [PY 2015-16 statewide parent survey data -90.7%]</p> <p>4.3 At least 90% of all parents with children/youth who participate in the program will report that the program provides an open, welcoming environment for families [PY 2015-16 statewide parent survey data -88.8%]</p> <p>4.4 At least 80% of all parents with children/youth who participate in the program will report overall high level of satisfaction with the quality of provided services [PY 2015-16 statewide parent survey data -82.4%]</p>
<p>* Activities</p>	<p>We hold a parent orientation session at each site as the school year begins. During the year, we foster family engagement in several ways: Parent's Read Week is where parents read to their child's specific reading group or to the entire program during assembly, Parent Appreciation Night, Spring and Winter Showcases, and Parent College Access Workshops are also held during the year. We also refer parents to MOBC's Tied Together and Loving Solutions parenting programs, for those seeking to strengthen parenting skills and community connections/resiliency. Martha O'Bryan Center's Adult Education program will host education seminars for parents, and MOBC's Post-Secondary Success program will host college/career readiness seminars for parents/families. We will also partner with Nashville Rise on parent advocacy and leadership workshops.</p>
<p>* Competitive Priority III Activities</p>	<p>As part of our commitment to supporting students with mental health issues, we will offer a family engagement workshop that centers on identifying and responding to Adverse Childhood Experiences (ACEs) as a means to support their long-term social-emotional and cognitive health. During this workshop, staff will also share Mental Health America's "Back to School Toolkit", designed to outline mental health issues that begin during the adolescent years. This will inform parents of the risk factors and early warning signs and help them access resources for treatment if necessary.</p>
<p>* Professional Development</p>	<p>Nashville Rise will provide training on student advocacy and school choice; MOBC Tied Together and Loving Solution programs provide trainings and support for staff, as well.</p>

*** Communicating Results**

Parents will take part in an engagement survey to help staff gauge efficacy of these interventions and plan continuous improvement. We will track results across sites and report to school staff, partners, and funders.

MOBC also agrees to participate in the Annual Progress Reporting (APR) process and any other required state reporting. Staff collects student and school level data and inputs the results in to ETO, Efforts to Outcome, our data management system. Outcomes are reviewed monthly among staff, to determine program efficiency and effectiveness. Our K-8 director (check), also holds weekly staff meetings with tutors to discuss results and challenges, so we can be responsive to the needs of each student and specific learning trends. She is also responsible for facilitating and/or reporting APR information.

Partnerships. In this section, the applicant should describe how partnerships have or will be formed to carry out the project goals. A signed copy of the memorandum of agreement with the school district(s) must be completed and submitted with the application as well a statement of collaboration and partnership agreement form for each partner.

Martha O’ Bryan Center was founded in 1894 and has been located in the heart of Cayce Place since 1948. Our extended learning program (K-8 Youth Development) was founded in 2000. We have a long history of reaching out to partners, schools, and parents to fill gaps in services and provide the most complete, individualized, effective services possible. Students have full voice and choice during enrichment time, giving them the opportunity to engage with content that is both challenging and inspiring. This also allows us to strengthen services by working with a variety of partners to address individualized student needs. We have included statements of collaboration from:

- MNPS School Sites (Tom Joy, KIPP Kirkpatrick, Litton, Cameron, Stratford): in-kind space, data sharing, professional development
- Nashville Rise: professional development and family engagement centering on student advocacy, one event per semester
- EMBRACE: empowerment programming for middle school girls; year round, serving different groups of girls each semester
- Gentry Farms: hands-on life science programming, 1-2 field trips per year
- Mr. Bond the Science Guy: STEM presentations and programming, one visit for each site
- Nashville Children’s Theatre: theatre and arts programming, drama clubs for youth, one hour per week per site
- Natalie Martin Handwriting: cursive instruction, one hour per week at middle school sites

We also hold quarterly partner meetings in which partners gather to review progress and explore ideas for future collaboration. All partners receive a monthly newsletter that highlights their programmatic involvement and upcoming opportunities.

Indeed, continued and varied partnership is essential to our K-8 extended learning services as it allows us to fill gaps and address individualized student needs. Additional partners from the past year also include: Belcourt Theater (arts), GREAT (social-emotional), iSTEP (dance), Junior Achievement (business), Metropolitan Nashville Police (career building), Nashville Public Library (online safety), Southern Word Music Production (music), Tennessee Department of Agriculture (gardening), Vanderbilt Soccer Club (fitness), Vanderbilt University (social-emotional), and Y.E.A.H. (music).

Furthermore, since our K-8 extended learning program exists under the umbrella of Martha O'Bryan Center's cradle-to-career continuum, we are able to address family well-being, offer two-generational services (such as parenting classes and adult education), provide case management and/or social-emotional support through our Family Support Team and trauma-informed care service delivery model, and conduct ten-week college readiness seminars through our Post-Secondary Success initiative.

Sustainability. Applicants are asked to describe the process for continuing the project after grant funding is no longer available. The sustainability plan should be detailed. Applicants are asked to describe the process for continuing the project after grant funding is no longer available. The sustainability plan should be detailed.

Martha O'Bryan Center's total grant request to in this application is \$405,000. Funding will primarily be used for staff working in partnership with schools identified in this proposal. As our record of service (founded in 1894, serving from the heart of Cayce Place since 1948, and providing comprehensive extended learning programming since 2000) indicates, we are committed to sustaining our K-8 Youth Development programming after grant funding ends. We raise funds from a variety of sources on a continual basis, and over half of our agency budget comes from local churches, individuals, corporations, and foundations. We also garner revenue from special events, United Way (for 16 years), and federal, state, and local government grants, braiding funding to strengthen programming and sustainability. One example is our community-based Pre-K School, which is funded 50% by state government, 25% by United Way, 20% by individual private donors, and 5% by fee-based services.

We also continually maintain and grow grant funding on the state and national level. In 2004, we received a No Child Left Behind SES grant and successfully renewed that grant annually as available. In 2008, we secured our first AmeriCorps grant through Volunteer Tennessee and have successfully renewed this funding source for eight years, increasing to now include 26 AmeriCorps service members across programs.

Our RAP and THRIVE out-of-school-time programs (now combined as K-8 Youth Development) were founded in 2000. RAP received its first LEAPs

grant in 2005, a five-year 21st CCLC grant in 2008, a three-year LEAPs grant in 2011, a five-year 21st CCLC grant in 2012, a supplemental 21st CCLC award in 2013, and two supplemental 21st CCLC awards in 2015. The Government of Metropolitan Nashville and Davidson County has supported our out-of-school programming as well with six consecutive years of Community Enhancement Fund grants and seven years of Nashville After-Zone Alliance (NAZA) middle school funding (now shepherded by the Nashville Public Library). We can expect to draw support and sustainability for our K-8 services from these and other private and foundation contributions.

As a result of this collective impact work, Martha O’Bryan Center was one of 15 organizations in the country to receive a \$500,000 U.S. Department of Education Promise Neighborhood planning grant in 2011. Promise Neighborhood collective impact work has continued to this day, including leveraging our needs assessment into a three-year, \$1 million dollar Byrne Criminal Justice Innovation Grant from the U.S. Department of Justice in 2013 to develop a place-based strategy to address interpersonal and domestic violence in the Cayce Place community. Additionally in 2013, the Nashville Career Advancement Center awarded us a five-year, \$1.5 million dollar grant to provide out-of-school youth with job training, employment placement, and career case management services. Leveraging the success of this employment work, we partnered with Metropolitan Development and Housing Agency, Nashville Career Advancement Center, and Nashville Financial Empowerment Center on a successful four-year, \$2.7 million dollar U.S. Department of Housing and Urban Development Jobs Plus workforce grant in 2015. In 2016, we partnered with the Metropolitan Government of Nashville and Davidson County and Metropolitan Development and Housing Agency on a successful U.S. Department of Housing and Urban Development Promise Zone designation.

Because of the breadth of our cradle to career continuum and our focus on meeting clients “where they are” to provide personalized solutions to community barriers, we have also built a strong network of collaborators. At the organization level, Martha O’Bryan Center partners include, but are not limited to, Metropolitan Nashville Public Schools (partnering on out-of-school-time services, data sharing, Academic Student Unions, charter schools), Office of the Mayor, Megan Barry (out-of-school-time support), Alliance for Strong Families and Communities (ACEs awareness and best practices), Corporation for National and Community Service (AmeriCorps), Family and Children’s Service (crisis health supports, trauma-informed care training), Girl Scouts (youth services), Junior Achievement (financial literacy), Meharry Medical (kindergarten readiness support), Metropolitan Development and Housing Agency (Jobs Plus partnership, Nashville Promise Zone partnership, other neighborhood initiatives), Metropolitan Nashville Police Dept (interpersonal violence prevention partnership), Nashville Career Advancement Center (job training for youth, Chapter Two program), Nashville Conflict Resolution Center (mediation training), Nashville Public Library (lead agency for NAZA for Northeast Zone, middle school out-of-school-time programming), Oasis Center (college retention services, Academic Student Union referrals), Second Harvest of Middle Tennessee (emergency food), STARS (K-8 social-emotional supports), Tennessee Dept of Education (21st Century and LEAPs funding for K-8 Youth Development), U.S. Dept of Justice (Byrne Criminal Justice Innovation Grant, social-emotional supports), Vanderbilt University (social-emotional supports at East End Preparatory, tutoring at Academic Student Unions), and YMCA (K-8 fitness activities). We also partner with Alignment Nashville, a collaborative effort that works to align the resources of service organizations to the Metropolitan Nashville Public Schools strategic plan, marshaling city investments toward common goals.

Related Documents

Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

Required Documents		
Type	Document Template	Document/Link
Statement of Collaboration/Partnerships (CCLC/LEAPS) [Upload at least 1 document(s)]	Statement of Collaboration/Partnership Form	Martha O'Bryan Center - Statement of Collaboration and Partnership (Appendix E)
Proof of D-U-N-S and System for Award Management (SAM) registration (CCLC/LEAPS) [Upload between 1 and 2 document(s)]	N/A	Martha O'Bryan Center - Proof of DUNS and SAM Registration
Most recent audit or financial review (CCLC/LEAPS) [Upload at least 1 document(s)]	N/A	Martha O'Bryan Center - Financial Audit (FY16)
Optional Documents		
Type	Document Template	Document/Link
Memorandum of Agreement - required for CBOs (CCLC/LEAPS)	Memorandum of Agreement Form	Martha O'Bryan Center - Memorandum of Agreement
501c(3) Determination Letter - required for CBOs (CCLC/LEAPS) [Upload up to 1 document(s)]	N/A	Martha O'Bryan Center - IRS Determination Letter
IRS 990 (if applicable) (CCLC/LEAPS) [Upload up to 1 document(s)]	N/A	Martha O'Bryan Center - IRS Form 990 (FY16)

Assurances


Martha O'Bryan Center (CBO_51) Non-LEA - FY 2018 - Lottery for Education: Afterschool Programs - Rev 0 - Lottery for Education: Afterschool Programs

* I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and state statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant. - Check box to agree.

* I FURTHER CERTIFY that the assurances listed below have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge. - Check box to agree.

* Name of Applicant Agency Administrator:
Vickeeta Coleman

* Certify Date:

04/06/2017 

LEAPS General Assurances

Assurance is hereby provided that:

1. This program will be administered in accordance with all applicable statutes, regulations, program plans and applications:

- a. The laws of the State of Tennessee;
- b. Title VI of the federal Civil Rights Act of 1964;
- c. The Equal Employment Opportunity Act and the regulations issued there under by the federal government;
- d. The Americans with Disabilities Act of 1990 and the regulations issued there under by the federal government;
- e. The condition that the submitted proposal was independently arrived at, without collusion, under penalty of perjury; and,
- f. The condition that no amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Agency in connection with the procurement under this RFP.

2. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.

3. The grantee will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Tennessee Department of Education.
4. The grantee will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve and strengthen its program and to refine its goals and objectives as appropriate.
5. The program will take place in a safe and easily accessible facility, and comply with all requirements of Chapter 0520-12-1 of the Child Care Rules.