Writing Sample: Karissa St. Pierre

Grant Funder: Massachusetts 21st Century Community Learning Centers Grant

SAMPLE PROPOSAL RESPONSES:

Question 5) Needs Assessment Process
Describe the process used to conduct the needs assessment and the type of data collected (e.g., student-level data, school climate data, surveys, community mapping, focus groups, etc.).

From February through May 2019, the Boys & Girls Club of [Client City] conducted a comprehensive needs assessment of 3rd- and 4th-grade students at Franklin Avenue Elementary School in [Client City], Massachusetts. Data was collected at the student, family, school, city, and county levels through planning meetings, reports, online research, and surveys.

A series of planning meetings were held to guide the process. On March 20, 2019, the Club's Chief Executive Officer, Director of Operations, and Chief Advancement Officer met with the Superintendent of the [Client City] Public Schools. On April 25, 2019, Club leadership met with the principal of Franklin Avenue Elementary School. On May 3, 2019, the Director of Operations and grant writer met again with the principal, followed by a final planning meeting on May 20, 2019, which also included the school's guidance counselor.

Data sources included reports from the [Client City] Health Department and Baystate Noble Hospital, as well as online research from the Massachusetts Department of Education, the U.S. Census Bureau, CrimeReports.com, Mass.gov, USDA.gov, and the [Client City] Public Schools website. These sources provided insight into health, wellness, and environmental factors affecting student success.

In May 2019, surveys were administered to 125 students at Franklin Avenue Elementary School, including 43 second-grade, 45 third-grade, and 37 fourth-grade students. A corresponding survey was sent to parents and guardians, with 42 completed responses returned (15 from second grade, 16 from third grade, and 11 from fourth grade). Additionally, six

teachers (two from each grade level) completed surveys to inform program design. The principal collaborated closely with the Club's Director of Operations and grant writer to develop and distribute all survey instruments.

Question 12) Proposed Typical Day (1-page maximum)
Provide a narrative describing what a typical day will look like at the proposed site, including academic enrichment, social-emotional learning (SEL), and other program elements.

The Club's 21st CCLC program will operate Monday through Friday. Students will be transported by bus from Franklin Avenue Elementary School to the Club at 3:15 PM, with return transportation provided at 6:30 PM. While at the Club, participants will engage in a structured schedule of activities and receive a free snack and dinner through CACFP.

Each afternoon includes participation in Project Learn. Monday through Thursday, students will also engage in a curriculum-based enrichment program, while Fridays include recreational swimming. Bathing suits and towels are provided for any child who needs them, and swim lessons are available for beginners.

Project Learn is a holistic out-of-school-time (OST) learning strategy developed by Boys & Girls Clubs of America to complement and reinforce school-day learning. It combines remediation and enrichment within an informal learning environment, encouraging youth to explore interests and build skills connected to future opportunities. Rooted in social-emotional development practices, Project Learn emphasizes experiential, "hands-on and mind-on" learning through high-yield activities, homework support, tutoring, and relationship-building.

Each curriculum-based program is offered one day per week and ranges from 3 to 16 weeks in length. Examples include Immersion Learning, Quick Ball Math, DramaMatters After School, and Kiwanis K-Kids. Additional program details are outlined in the chart following Question 8.

A typical day begins with students arriving at the Club at approximately 3:40 PM. Upon arrival, they check in, store their belongings, and transition into a brief period of relaxation. For

the next 15 minutes, students participate in guided stretching and breathing exercises, socialize with peers, and enjoy a healthy snack.

Students then transition into Project Learn. The first 25 minutes are dedicated to homework completion, with staff available to provide support and all necessary supplies provided. Once homework is complete, students choose between high-yield learning activities. For example, some may participate in Robo Tech in the Technology Center, building and programming LEGO Mindstorms robots. Others may engage in a digital photography scavenger hunt, working in small groups to follow written clues and document their findings. Activities vary daily to maintain engagement.

Following Project Learn, students gather for a shared dinner. After dinner, they participate in the day's curriculum-based program. For example, during an 8-week Immersion Learning unit, students explore ocean ecosystems through hands-on experiments, multimedia tools, readings, and group discussions.