

Section 5: Scope of Work/Narrative Components

5.1 Project Abstract or Summary Instructions

The objective of the Boys and Girls Club of Collier County 21st CCLC program is to provide academic and personal enrichment activities after school for 39 weeks to students in grades 2 - 4 attending these elementary schools: Avalon, Calusa Park, Golden Gate, Golden Terrace North and South, Lake Park, Lely, and Poinciana. Goals include supporting and enhancing students' academic achievement and personal growth, complementing schools' academic curriculum, and promoting parental involvement and family literacy. We will provide high yield learning and project/problem-based activities in Reading, Language Arts, Math, Science, Arts & Music, Physical Education, Character Development, and Drug Prevention programs, and Tutoring/Mentoring. We will offer adult family members Adult Education services and skills/educational opportunities.

5.2 Continuing Improvement

The vision of the Boys & Girls Club is to provide a world-class Club experience that assures success is within reach of each 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. It is undeniable that the young people we serve face seemingly insurmountable obstacles in their daily lives. Despite the challenges that our young people face, they can depend on the Boys & Girls Club of Collier County to adapt to meet their ever changing needs as well as the needs of their families.

During the previous implementation years we have strived to provide a variety of opportunities for the families we serve. Moving forward we plan to be more targeted in our approach to serving families. We want to provide limited quality programming opportunities for them versus offering a plethora of programs that achieve mediocre success.

5.3 Program Evaluation

5.3. a. Evaluation Plan

Dr. Susan T. Hibbard, Ph.D., has been and will continue to be our external evaluator. Dr. Hibbard, is the Director of Assessment at the Office of Institutional Research, Planning & Effectiveness at Florida South Western State College. Dr. Hibbard has a Ph.D. from the University of South Florida with a specialization in Educational Measurement & Evaluation. She has extensive experience serving as an external educational evaluator for organizations across the country including Norfolk State University, University of Missouri, and the National Science Foundation. Dr. Hibbard is also a highly published researcher with many papers written on evaluating the effectiveness of education.

Dr. Hibbard will complete formative evaluations twice a school year to track progress and ensure continuous improvement. These written evaluations will be completed through on-site visits and will include student attendance (average daily attendance and overall enrollment); summary of activities; data analysis and assessment of progress toward each objective; and recommendations for improvement. BGCCC staff will complete pre-and post-testing for each program objective at the beginning and end of every 8-week session. The 21st CCLC Coordinator will conduct classroom evaluations twice a year to identify strengths and areas for improvement. Staff will document activities completed and assess individual student progress on an ongoing basis, consulting with the 21st CCLC Coordinator, as needed. Collier County Public Schools will provide access to STOPWatch, their data collection system, so we can track students' progress and other information from the regular school day. Report card grades and teacher, parent and student surveys will provide additional information and data for reporting.

The 21st CCLC Coordinator will coordinate the evaluation activities. Annually she will distribute surveys taken by parents, students and regular school day teachers to stakeholders, including our Board of Directors and the Advisory Board.

The Summative evaluation will be completed at the end of the 2nd semester and will include all required information and program results, both quantitative and qualitative.

All evaluations will be used to refine and improve the program in areas such as curriculum design, objectives, staffing, and professional development needs.

We will post Formative and Summative reports on the project website we have developed and have been using as a section of the BGCCC website. Written results will be shared with Collier County Public Schools, Board members, parents, staff, community partners, our 21st CCLC Advisory Board, and others, as requested.

5.3.b Measurable Objectives and Assessments

Please see the attached Measurable Objectives and Assessments.

5.4 Partnerships, Collaboration and Sustainability

5.4.a Community Notice

We have issued a press release regarding our intent to submit an application. We post our intent to apply on our website at http://www.bgccc.com/news-and-events/21st_CCL_Intent_To_Apply.

After application submittal in June, 2015, we will email the application to partners and other interested parties who request it. We will post the application in MS Word format on our website at: <http://www.bgccc.com/programs/21st-century-community-learning-centers>. We will provide a printed copy to any community member who requests one.

5.4.b 21st CCLC Advisory Board

Our Advisory Board currently consists of 8 members as follows: parents of participating students, regular school day teachers, students, and a director of another 21st CCLC program. We asked the members if they will continue on the Board if we receive funding for 2015/16. All have agreed. If any Advisory Board members drop out, we will recruit new members from recommendations given to us by the participating schools' teachers and principals and other interested parties.

At Advisory Board meetings, we present Board members with overviews of the 21st CCLC programs and service, successes, and concerns. These are discussed, minutes are recorded, and recommendations for improvements and/or changes are carried forward to relevant staff to be incorporated into program and service delivery.

Scheduled communications are in place with principals of all of the 21st CCLC schools served to ensure a good relationship and open line of communication. A dissemination plan is also in place to inform community members, parents, teachers and stakeholders of planned Advisory Board Meetings.

5.4.c Collaboration with Private Schools

Private schools located in the geographic area of 21st CCLC site are:

- First Baptist Academy
- Community School Of Naples
- Seacrest County Day School
- Village School of Naples
- Naples Christian Academy
- St. Elizabeth Seton School
- Saint Ann Catholic School

The private schools listed above were consulted (or attempts were made to consult with them) prior to the development of the 21st CCLC application and none expressed interest in participating. We contacted them via letters that we mailed, faxed or emailed. Since, none of the schools responded, we have not made plans to offer services to the students, teachers or other education personnel in these schools.

5.4.d Partnerships

Our primary partners in this 21st CCLC Program are as follows:

Collier County Public Schools - We will continue to partner with Collier County Public Schools to design programming and support the school curriculum. The school district collaborates in planning; refers targeted students; provides access to student data and grades, IEPs, and teacher feedback and evaluations; provides training upon request for any new school curricula; and promotes the after-school programs to parents. We have recruited teachers from some of our targeted schools to teach in the program as they are familiar with students' performance, areas of need, and current course of study. Lesson plans will follow the scope and sequence of Sunshine State Standards. In order to maintain this partnership, we will communicate on a regular basis to share program status and student achievement and seek constructive feedback from district teachers.

Collier County Sheriff's Office The Sheriff's Office provides Youth Relations Deputies to participate in character development programming, serve as positive mentors, and assist with behavior management. Youth Relations Deputies will support daily operations, conduct trainings, and attend special events and student celebrations.

Cal Ripken Sr. Foundation provides sports equipment and helped fund construction of our ball field. The Foundation provides student scholarships to attend its baseball camp in Maryland.

We will update the Foundation on our sports leagues and special events, and use their Healthy Children/ Healthy Choices program, an interactive health education program.

Conservancy of Southwest Florida - The Conservancy provides environmental and science presentations and field trips to supplement our Science programming. We will hold joint planning meetings with the Conservancy.

The following supplemental partners will provide services such as child referrals, training, family support, and opportunities for professional development: Youth Haven; Shelter for Abused Women & Children; Project Help; Salvation Army; Children's Safety Coalition; Naples Education Foundation; Community Foundation; Vision Quest.

5.4.e Collaborations with the Regular School Day

We have communicated to 2nd - 4th grade teachers and administrators at our target schools to coordinate our programs and activities with their curricula and to obtain their feedback. We also obtain school, teacher, and student specific information from the Collier County Public Schools' website. On the website we can look at lesson plans, the standards they are implementing, homework assignments, and other relevant information. Since the school year is not yet ended, we have not yet proposed any changes; however, if we do, we will include the teachers and administrators as described above.

We employ Collier County Public School System teachers for our program which ensures good coordination with the schools and a thorough understanding of students' needs. Also, our 21st CCLC Coordinator has established relationships with school counselors, teachers, and administrators. She ensures that there is good communication between BGC staff and regular school day teachers.

Technology enables us to communicate easily with the teachers and schools. Our primary protocols are communicating via email and phone calls. When we access individual student information on the Collier County Public Schools' website, there is information available to identify students who need extra help, have IEPs, or have other educational issues. We can email directly to the teacher through that site to discuss and coordinate plans. Collier County Public Schools will provide access to STOPWatch, their data collection system, to track students' progress and other information from the regular school day. Once our Coordinator locates a child on STOPwatch, she can email the teacher regarding the child's progress and plans to support the child's educational goals.

5.4. f Sustainability

BGCCC has 12 years' experience in sustaining 21st CCLC Programs. Starting with the Miracle I Project in 2003, in which we partnered with Collier County Public Schools, Work Force Development and the United Arts Council; BGCCC has served about 2,500 youngsters since then. We have been in compliance and reached our objectives with all of the 21st CCLC programs we have offered. In addition, BGCCC has a record of success in providing academic and personal enrichment programs for youth for 25 years. The Florida Alliance of Boys & Girls Clubs has awarded our organization with the Best Overall Program in Florida and the Best Educational and Career Program.

In anticipation of reduced 21st CCLC funding in year 2015/16, we have put in place the following strategies to obtain the resources needed to continue our level of services. We increased our focus on raising funds from individuals. By far, individual giving is the largest source of charitable donations in the U.S. *Giving USA* reported that 80% of charitable donations were from individuals and bequests (in 2014 (\$268.3 billion); 15% from Foundations and 5% from Corporations.¹ Over the past two years, we have strengthened and expanded two fundraising campaigns: the "Youth of the Year" Event and the "Great Futures Start Here"

initiative. Both campaigns primarily target individuals and the funds we have raised via these campaigns increased both years. We expect to maintain and improve these campaigns so that additional funds for 21st CCLC programs will be available, if needed. We have obtained a multi-million dollar gift from a local couple for the express purpose of sustainability. This gift will enable us to divert some resources into the 21st CCLC program, if needed. To lead our fundraising efforts, we have hired a Vice President of Resource Development with nearly 20 years' experience in fundraising, including six years' experience in greater Naples, with connections to local donors and an understanding of the fundraising opportunities here.

5.5 Program Plan

5.5 a Recruitment and Retention

In an effort to recruit students to enroll in the 21st CCLC program, and to encourage continual learning among those young people who need us most, the Membership & Family Services team of the Boys & Girls Club of Collier County will identify those youth previously enrolled in the 21st CCLC program and encourage their continual participation in the program. The families of these young people will be made aware of the various benefits of participating in the program, i.e. educational enrichment, specialized tutoring, character and leadership development programs, health and life skills development programs, as well as exciting and engaging programs for the entire family. In addition to recruiting those youth who have previously participated in the program, the Club will reach out to the schools served by our 21st CCLC program to inform them of the benefits of belonging to the program. The Club will invite the schools to suggest potential members based on their academic performance and potential risk factors. Lastly, The Club will market the program on our website, as well as through various media and other social networks sites.

In an effort to ensure that 21st CCLC program participants maximize the potential benefits of the

program, The Club will consistently promote the benefits of belonging to the program.

5.5 b Student Program Activities

The program will operate:

- After School: 210 students (2-4), 5 days per week (Monday – Friday), 2.5 hours per day (3:30pm to 6:00pm), 12.5 hours per week
- Weekend/Holiday: 80 students (Grades 2-4), 9 days, 10.5 hours per day (7:30am to 6:00pm)

Low wealth, minority, and ELL students face school performance challenges, often performing below proficiency. Our original needs assessment indicated that programs and activities that shore up and improve these students' academic progress are of high importance. Their importance continues. For example, in Collier County public schools during the 2013 – 2014 school year, 76% of 4th graders receiving free/reduced price lunch failed to read at grade level versus 47% of children not receiving assistance. 85% of 4th grade ELL students scored below proficiency in math and 93% scored below proficiency in reading. 70% of Hispanic 4th graders and 83% of African American 4th graders did not achieve proficiency in Reading. Our program targets students who are thus at-risk academically and the programs below are intended to reinforce classroom learning, address different learning styles, and provide additional academic and life skills support for at-risk children, as well as provide parents with skills to support their children's development.

The academic enrichment programs intending to improve Literacy, English Language Arts, Science, and Math skills will generally incorporate strategies from Project Learn, an evidence-based BGC learning framework to reinforce school learning and improve academic performance. Key components of Project Learn are high-yield learning activities/projects;

problem/project based learning activities; homework help/tutoring; parent involvement; collaboration with school professionals; and student incentives. Research conducted by Columbia University has proven Project Learn's effectiveness at achieving grade improvements in multiple academic areas.ⁱⁱ The U.S. DOE and the Office of Juvenile Justice & Delinquency Prevention recognize BGC's Project Learn as evidenced-based/Model programming.ⁱⁱⁱ

Power Hour Reading will engage students in reading classroom sets of books and developing related projects. The program will be conducted by a FLDOE -certified teacher for one hour per week throughout the school year, maintaining a student-to-teacher ratio of 20:1. The teacher will work with the 21st CCLC Coordinator to identify areas of need and design programming to support specific student reading gaps.

Project-based learning will be achieved through two main projects (one each semester) that are designed to help students translate the concepts and stories from their reading into fun and creative end products. At the end of fall semester, students will produce a Reader's Theater performance, acting out a play based on a book or story read in the program. They will perform in front of peers and parents. For spring, students will create drawings and captions of scenes from their books which will be compiled in an illustrated book report for each class.

FLDOE Florida Standards English Language Arts

Strand: Reading Standards for Literature

Cluster 1: Key Ideas & Details ·LAFS.1 5.RL.1.1. LAFS.1-5.RL.1.2, LAFS.1 -5.RL.1.3

Cluster 3: Integration of Knowledge & Ideas· LAFS.1 -5.RL.3.7 and LAFS.1 -5 RL.3.9

Cluster 4: Range of Reading/Level of Text Complexity LAFS.1 -5.RL.4.10

Strand: Reading Standards/Foundational Skills (K -5)

Cluster 3: Phonics Word Recognition LAFS.1-5 RF.3.3

Cluster 4: Fluency- LAFS.1 -5.RF.4.4

Power Hour Writing will engage students in essay writing, supporting skills needed to communicate clearly, and perform well on *Collier Writes*, the Collier County Public Schools standardized writing test. A FLDOE-certified teacher will work with the 21st CCLC Coordinator to design writing activities using prompts from the FAS and Collier Writes tests. Power Hour Writing will be offered one hour once per week throughout the school year with a student -to-teacher ratio of 20:1.

To motivate and engage students and add a timely technology connection, social networking will be incorporated by helping participants publish their writing on a Literary Blog for others to read and comment on. Students will learn how to provide critiques of their own and others' work through classroom activities/discussions and online blogs. Research suggests that blogs are helpful not only in teaching writing but also in helping students learn how to interact with an audience and each other.^{iv}

FLDOE Florida Standards (multiple grade levels) Language Arts

Strand: Writing Standards

Cluster 1: Text Type/ Purposes LAFS.1-5.W.1.1, LAFS.1-5.W.1.2, LAFS.1-5.W.1.3

Cluster 2: Production/Distribution of Writing LAFS.1-5.W.2.5, LAFS.1-5.W.2.6

Strand: Language Standards

Cluster 1: Conventions of Standard English LAFS.1-5.L.1.1, LAFS.1-5.L.1.2

FLDOE Florida Standards (multiple grade levels) Science

Big Idea 1: The Practice of Science SC.1-5.N.1.1

Big Idea 14: Organization; Development of Living Things - SC.1-5.L.14.1

Big Idea 15 Diversity/Evolution of Living Organisms – SC.5.L.15

Power Hour Math focuses on math concepts and performance, and Money Matters is a Boys & Girls Clubs of America program promoting financial responsibility by building basic money management skills. The Money Matters program has been studied and endorsed by the Charles

Schwab Foundation in cooperation with BGC of America.^v They found that teaching Math concepts through real-world applications is particularly effective with economically disadvantaged students.^{vi} The programs will be presented by a FLDOE-certified teacher working with the 21st CCLC Coordinator to design activities supporting FAS Math requirements. They will be offered once a week for one hour throughout the school year with a student- to-teacher ratio of 20:1.

Students will learn the value of money and budgeting through problem-based learning. They will choose occupations that interest them, will be "paid" monthly pay- checks in line with their occupation, will have obligations to pay monthly bills and unforeseen costs, and will make choices about personal luxury expenses as part of real life scenarios. To track decisions and results, students will create a monthly budget. The programs will use addition, subtraction, division, multiplication, decimals, and percentages.

FLDOE Florida Standards (multiple grade levels) Mathematics

Domain: Operations & Algebraic Thinking

Cluster 1: Represent and solve problems using addition and subtraction MAFS.2-5.OA.1.1, MAFS.3-5.OA.1.2

Cluster 2: Understand/apply properties of operations and relationship between addition & subtraction - MAFS.2-5.OA.2.3. MAFS.2-5.OA.2.4;

Domain: Number & Operations

Cluster 2: Understand Place value MAFS.2-5.NBT.2.2, MAFS.2-5.NBT.2.3

Cluster 3: Use place value understanding. operations to add/subtract, MAFS.15.NBT.3.4, MAFS.15.NBT.3.5, MAFS.1-5 NBT.3.6,

Domain: Measurement/Data

Cluster 3: Work with time & money - MAFS.2.MD.3.7

Personal enrichment programs will supplement academic programming. The 21st CCLC Coordinator will work with youth development staff to ensure coordination with school day teachers concerning student needs. All gym staff members have backgrounds in recreation,

fitness education and/or coaching youth sports leagues. The Physical Education Coordinator and the 21st CCLC Coordinator will work together to generate lesson plans supporting fitness according to grade level.

The 'Body' component of Boys & Girls Clubs of America's Triple Play (Mind, Body, Soul) curriculum will boost physical activity through sports and fitness activities and competitions for all youth, whether athletically gifted or not. The Cal Ripken Healthy Children/Healthy Choices program will supplement programming. Physical Education/Recreation activities will be provided twice a week for one hour for each class throughout the school year with a student- to -teacher ratio of 25:1.

The overall project is having students determine their baseline performance in speed, strength, and agility through activities such as the President's Challenge Physical Fitness test so that they can then track their progress in a Personal Fitness Log throughout the year.

FLDOE Florida Standards (multiple grade levels) Physical Education

Strand: Movement Competency

Ideas: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories PE.2-5.M.1.1, PE.2-5.M.1.10, PE.2-5.M.1.11

Strand: Lifetime Fitness

Ideas: Participate regularly in Physical Activities PE.2-5.L.3-8

Ideas: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness PE.2-5.L.4-8

The Homework Hall Tutoring/ Mentoring Program will address students' need for assistance with school assignments to help improve their classroom achievements. It will be offered Monday-Thursday for a minimum of 40 minutes/day during the school year with a student- to-staff ratio of 20:1. The program is led by a certified teacher, and senior citizen volunteers will be available daily to provide one-to-one tutoring, mentoring, and small group instruction.

We will provide support for students to complete assignments thoroughly and with maximum academic impact. Our facilities and services are organized around research indicating that effective homework assistance allows space and time for students to take notes, organize thoughts, show their work, ask clarifying questions of a tutor/instructor, identify key points, and take notes - all of which are key educational and life skills.^{vii} Attention will be given to interactive learning and incorporating a variety of learning styles into helping students understand concepts and assignments.

The Fine Arts Program addresses the need for affordable performing arts programs and activities available to children who have limited financial resources in Collier County and will be offered once a week for one hour throughout the school year with a student-to-teacher ratio of 20:1. It also addresses the need for children to express their creativity and imagination, and gain confidence and poise through performing arts in a supportive, positive environment.

Programs typically include visual arts and performing arts such as keyboarding, ballet, creative dance, violin, chorus, percussion, and drama. The Program provides opportunities for members to appreciate a variety of arts, develop skills and talents, learn vocabulary and the disciplines required, and express positive and pro-social behaviors.

The majority of our members come from households where parents cannot afford performing arts lessons. Although Collier County Public Schools have fine arts programs, they are mostly limited to after school music activities such as band and chorus. Our Program will supplement what schools offer and expand performing arts options for our members.^{viii}

FLDOE Florida Standards (multiple grade levels) Music & Visual Arts

Music

Big Idea: Critical Thinking and Reflection MU.2.C

Cognition and Reflection to Appreciate/interpret with artistic intent -MU.2.C.1

Assessing artistic work MU.2.C.2

Organizational Structure MU.3.O.1-3:

Visual Art

Big Idea: Critical Thinking & Reflection VA.1-5.C.1, VA.1-5.C.2

Big Idea: Historical and Global Connections VA.1-5.H.1, VA.1-5.H.2, VA.1-5.H.3

To build understanding and life skills important for positive youth development and resistance to risk behaviors, we will offer Life Skills programs. The Boys & Girls Clubs of America's prevention program, SMART Moves (Skills Mastery and Resistance Training), and a staff-written curriculum, "Crowning Daughters/Sons for Success, will be offered lasting one semester. The programs will be provided one hour once a week with a student- to- teacher ratio of 20:1. SMART Moves engages youth to avoid drugs, tobacco and risky behaviors. The program teaches young people how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence. The Life Skills Program will empower youth to become global citizens who support and influence their Club and community, sustain meaningful relationships, develop positive self-image, understand proper etiquette, and respect their own and others' cultural identities. Skits, role playing, class discussions, and instruction in skills such as assertiveness, conflict resolution, decision making, and critical thinking will involve students in active problem-based learning.

SMART Moves will engage students in a poster campaign to be displayed throughout the Club informing others about the dangers of drugs, alcohol, and tobacco.

FLDOE Florida Standards (multiple grade levels) Health Ed.

Strand: Healthy Literacy Responsible Behavior

Idea 4: Interpersonal communication reduce health risks HE.2-5.B.4

Idea 5: Decision making skills HE.2-5.B.3-5.

Strand: Health Literacy Concepts

Idea 2: Internal & external Influence of family, peers. Culture. & other health behaviors-HE.2-5.C. 2-5.

In addition to the above activities, the program offers nutritious snacks and meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. During the 21st CCLC program we offer a supplemental snack and meal to each student, each day. Funding for snacks and meals are not drawn from 21st CCLC funds, but instead come from other resources. Students are not charged for costs associated with supplemental snacks and meals.

This is a typical day for one of our 21st CCLC students. Our student is dismissed from her elementary school and proceeds to the school's bus area to take the Collier County School District bus or A&S Transportation bus to the Boys & Girls Club on Davis Boulevard in Naples, arriving at approximately 3:30 pm. The bus pulls into the front entrance and our student gets off. She enters the front doors where she is greeted by Membership staff. She uses her membership card and unique membership number to check in at the Membership Desk through our automated system. She then proceeds to Block #1, the Power Hour Homework classroom, where she is recorded as present by the lead staff person. She will be one of 210 students. Then guided by a certified teacher, she is directed to complete any homework she has been assigned by her school day teacher. If she does not have homework, she will read a book, or keep a journal in a notebook. The environment is quiet and has computers, work tables, school supplies, books and other materials needed to research and/or complete homework assignments.

Cafeteria times vary according to grade. At the scheduled time, she walks to the Café where, guided by Café Staff, she washes her hands in the restroom, goes through the dinner line, receives her tray of food, sits and eats it with her group of approximately 25 children. When finished, she throws away the remaining items.

At 4:00 pm, she will line up to go to Block #2, 21st CCLC Project Based Learning, where attendance is taken by the lead staff person. In Block#2, she is guided by a certified teacher

and a para-professional who teaches her a hands-on high yield activity aligned with the FL state standards that can be based in science, math, language, arts, social studies, arts, and reading. The Club teaches each academic subject for one week at a time and rotates to complete all subject areas. Our student will take a pre-assessment at the beginning of the 7 week session and then a post assessment at the end of the 7 week session in order to identify her gains in this area. At 5:00 pm, she proceeds to Block #3 – Triple Play Physical Education in the gymnasium where the lead staff person records her as present along with 25 other students. Guided by a gym staff member, she participates in a variety of physical education games, skills, and sports. At 6:00 pm Boys & Girls Club programs are offered to the program participants. At this time she will proceed to Block #4 – Social Enrichment in the Games room (equipped with table tennis, foosball, pool, board games and other group activity games) and/or Art in the Art Room (equipped with art supplies and work tables. Students' art work is displayed on the walls). Again, the lead staff person records her as being present with 24 other students. Guided by the enrichment staff, she gets to incorporate social activities and character development with fun hands-on games. In this setting she also has opportunities to interact with the Youth Relations Deputies from the Sheriff's Office. If she is in the Arts program, she is guided by the Fine Arts Coordinator to participate in a variety of art related projects and activities. At the conclusion of the day's program, she waits for her father to pick her up. When her father arrives at the Club, he checks her out at the front membership desk by providing them with her unique membership number and his photo ID. The membership desk calls her over a radio. She packs up her belongings, meets her father and goes home.

5.5 c Adult Family Member Program Activities

The program will support adult family members' needs for improved English language skills in addition to offering a variety of life skills and literacy courses. Our needs assessment indicated that approximately 17% of adults in the County are illiterate^{ix} and that about 37% of the

population live in homes where English is not the first language or even spoken.^x Because many parents are unable to participate in educational programs because of transportation, work schedule or economic barriers, our free evening Adult Education programs will not only help them improve their own language skills, but also help them support their children's development. When adults master English language and literacy skills, they are able to achieve better employment, provide for their families' needs, participate in their children's schools and academic progress, and become contributing members of our community. A Certified Adult Education Instructor will support a series of classes September through February which will provide adult education in areas of English language and literacy. Classes will meet two to three times a month for an hour each class at times that are convenient for working parents. We seek to engage parents in our adult education, language and literacy classes in a variety of ways. Staff will discuss the classes with parents. We include information about the classes in our monthly schedules which children bring home. We have flyers written in English, Spanish and Creole displayed in our front entry and other areas where parents can see them. There is information on our website. Teachers at our partner schools are familiar with our classes and make recommendations to parents to join.

The Instructor will perform individual assessments to determine English proficiency and needs. We anticipate a student-to-teacher ratio of 10:1. The instructor will track progress throughout the school year. Pre-assessments will be conducted with the introduction of each new Adult Learner. Post assessments will be conducted at the end of each semester. A Certified Adult Education English Language Teacher will create and conduct evaluations (pre/ post surveys) and provide ongoing feedback to each adult student.

From January through May, monthly educational classes will be available to parents/guardians that will allow them to learn important life skills. These classes will be facilitated by community

professionals who are experts in the fields offered. Examples: Financial Literacy, CPR/First Aid, Computer Classes, Tax Preparation, etc.

Many targeted parents work multiple jobs and have limited time to interact with their children in educational activities at home. Some do not fully understand how their support will improve their child's school performance. As a strategy to improve parents' engagement in their children's educational development, we will offer monthly Family Education Nights throughout the school year. The Nights will be fun as well as educational and give families a time to be together and enjoy themselves. The programs for these nights will be developed from parents surveys, will support children's classroom learning, and help parents actively participate in their children's academic and skills development. Parent surveys completed by participants will evaluate Family Education Night programming. Attendance will be taken at each Family Education Night and at each Parent class to track participation.

5.5 d Staffing Plan and Professional Development

Recruitment for 21st CCLC staff is generally shared with the principals of the schools for currently certified and cleared teachers/staff who may be interested in providing service to our students. Open positions are posted on our website (www.bgccc.com) which provides a summary of the position, as well skills, experience, and education requirements, and resume submission instructions. All postings include EOE/DFWP/SFWP designation. Our 21st CCLC staff is comprised of a six full time degreed youth development professionals: Unit Director, 21st CCLC Coordinator, Program Director, Program Evaluations & Strategic Measurements Director, Tutoring Coordinator, and Athletic Coordinator. In addition to these six professional staff members the 21st CCLC staff also has a full time Family Services & Membership Coordinator. The staff is also comprised of four Certified Teachers, four Paraprofessionals, a Fine Arts

Coordinator, a Sports, Physical Fitness & Recreation professional as well as two Social Enrichment staff.

Prior to the 2015-2016 school year, the 21st CCLC Director and Coordinator will attend the Annual 21st CCLC Conference in August. The 21st CCLC Director and Coordinator will meet with all staff to go over the objectives, assessment plans, new PBL's, and schedules. From that point forward, we will host one professional development training per month on the first Tuesday of the month for one hour. All attendees will receive an agenda, any training materials, and will be required to sign in to track attendance. In October and January, we will require all 21st CCLC staff to attend two full days of training. Topics covered may include, safety, fire drills, emergency policy and procedures, lock down training held by the Sheriff's Department, Cal Ripken Sr. Foundation Healthy Lifestyles training, and Character Development training presented by the Boys & Girls Clubs of America. The 21st CCLC Coordinator and Certified Teachers will attend all related 21st CCLC Webinars presented by the Florida Department of Education. The 21st CCLC Director and Coordinator will attend the annual the Beyond School Hours Conference held in March, 2016. The conference provides professional development, hands-on workshops presented by national experts, content strands covering STEM, 21st century skills, leadership, civic engagement, language and literacy, and positive youth development. Toward the end of the school year, the 21st CCCLC Coordinator will train all staff on the End of Year Stakeholder Surveys which required of all participating students, parents, and school day teachers.

5.5.e Program Site (Center)

The Program will be run at our 10-acre campus at 7500 Davis Blvd. in Naples which was built in 2004 specifically for children ages 6-18. The campus is located in East Naples which is central to many of the working families in Naples. The campus includes a 36,000 sq. ft. main building

with 17 classrooms, art and science labs, a library, two computer labs, kitchen, and cafes. Other amenities include a 20,000 sq. ft. gym with basketball court, swimming pool, bathhouse, and outdoor ball fields. Students and parents in the 21st CCLC program will have access to these areas when activities are provided in them. We also have a 15,000 sq. ft. Technology Training Center on the second level for teens only which focuses on STEM programs (Science, Technology, Engineering, and Math).

Campus facilities have open "sight lines" so that views into program areas and stairwells are clear and unobstructed. Emergency exits are well-lit and clearly marked. All facilities comply with ADA and are wheelchair accessible. In addition to professional staff and administrators, representatives from the Sheriff's Office are frequently in the facility and add another level of security.

5.5 f Safety and Student Transportation

We transport target students from their schools to the BGCCC, and provide them transportation in the evening unless their parents and other approved adults pick them up. There is ample, well lit parking for parents and adults picking up students. All parents and visitors can only enter through the front entry and must check in.

All volunteers and employees undergo level 2 criminal background screening according to FL Statute 1012.32. Employees also undergo a drug screening and reference checks. They must have certifications required for their respective jobs. The Human Resources Director reviews all information to determine suitability for hire.

Staff members are identified by uniform dress. Registered students must carry ID cards, and all children check into an automated member tracking system at the front desk. Entry through any other door is prohibited. Staff members take classroom attendance during each program block allowing for continuous tracking of each child. Parents/adults picking up their children must be

on the authorized pick up list provided on the registration forms and present a photo ID at the front desk every time - no exceptions. Any visitors must sign in and be received at the front desk.

All program staff members are trained in Safety & Emergency Procedures, CPR, & First Aid. Lifeguards have Red Cross Lifeguard Certification. We conduct regular fire drills, and all staff know evacuation procedures. Additionally, evacuation routes are posted throughout the facility. Before starting new projects, staff assesses Safety Procedures & Risk Management to identify/avoid potential hazards. Another safety factor is the daily presence of Sheriff's Office Youth Relations Deputies.

For field trips, signed parent permission slips are required, as well as a student-to-staff ratio of 15:1. Staff members take attendance repeatedly before, during, and after trips.

Students are transported by Collier County School District buses or A & S Transportation from the school site to the Boys & Girls Club site. The schools have rosters of Club members and monitor who is getting on the bus. We are in constant contact with the school district's head of Transportation regarding late buses and route changes. Safety issues on the bus and licensing drivers are handled by the school district. Unless the parent indicates otherwise, we transport students home. We transport these students who are not picked up at the end of the day to specific drop-offs in their neighborhoods.

5.5 g Dissemination Plan

We have added an easy-to-find 21st CCLC section to the BGCCC website that provides parents, students, teachers and other interested parties with information including the program schedule and dates along with highlights about the programs and links to student projects and results. This will be updated and maintained by the BGCCC Marketing and Public Relations Director. Other methods of disseminating program information include Advisory Board meetings;

announcements to community members at fundraising events; general website postings; e-newsletters; and press releases/media coverage. To reach as many parents as possible, we will include program information in the monthly calendars of activities distributed to parents; at Family Nights; and in flyers prominently displayed in the reception and other areas where parents will see them. The flyers will be in English, Spanish, and Creole.

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ⁱⁱ Schinke, S.P. & Colem K.C. (2000). *Enhancing Achievement of At-Risk Youth*, Prevention Science, 1(1), 51-60.

ⁱⁱⁱ U.S. Department of Education/National Center for Educational Statistics. (1999). *The NAEP1998 Reading Report Card for the Nation*. Office of Research and Improvement. Also, Office of Juvenile Justice & Delinquency Prevention Model Programs Guide (2012, June 7). Boys & Girls Club Project Learn. Retrieved from www.offdp.gov/mpg.

^{iv} Tanti, M (2012) *Literacy Education in the Digital Age: Using Blogging to Teach Writing*. In C. Alexander, J. Dalziel, J. Krajka & E. Dobozy(Eds.), *Teaching English with Technology*, Special Edition on LAMS & Learning Design,3. 12(2), 132-146. www.tewtjournal.org

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^{vi} Suyblem M. (1999). *Teaching Mathematics to Disadvantaged Students*. A Summary of the Research. Mathematics Education Reports (EDO 49934). Retrieved online from <http://www.eric.ed.gov>.

^{vii} Herrig, R. W. (2012, May 22) Homework Research Gives Insight to Improving Teaching Practice. *STEM - Science-Technology-Engineering-Math*. Retrieved online from www.mheonline.com/glencoemath/pdf/homework_research.pdf.

^{viii} Stiegelbauer, S. (2008). *The Arts and Afterschool Programs: A Research Synthesis*. Retrieved online from www.sedl.org/afterschool/toolkits/pdf/arts_lit-rev.pdf.

^{ix} National Center for Education Statistics, Institute of Education Sciences, *National Assessment of Adult Literacy* (2003) retrieved online at <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>

^x U.S. Census (2010)