

1. Scope of Work

The Boys & Girls Club of Collier County will serve **248** at-risk, 2nd- 4th grade elementary school children from seven Collier County Public Schools: Avalon, Calusa Park, Golden Gate, Golden Terrace, Lake Park, Lely and Poinciana Elementary, with bus transportation provided from the schools to the Club. It will operate throughout the school year (39 weeks): 2.5 hours/day, Monday-Friday, during after-school hours and 10.5 hours/day on school holidays.

The Club will provide a range of academic and personal enrichment activities to support and enhance students' academic achievement and personal growth. The youth curriculum will include project- and problem-based programming in Reading/Language Arts, Math, Science, Arts & Dance, Physical Education, Character Education/Drug Prevention, and Tutoring. During the Physical Recreation portion of the program, the youth will participate in Triple Play, (a Boys & Girls Club of America program) which is designed to incorporate healthy living and active learning in every part of the Club experience, Healthy Habits emphasizes good nutrition, regular physical activity and improving overall well-being.

Parents of the 21st CCLC members will be given the option to attend Adult English Language Classes. Classes will be offered every Monday for two hours during the evening. Adult Life Skill classes will also be offered one Friday every month, for two hours, to help increase our parent's knowledge on general life skills. Parents will be surveyed to ensure that the classes offered are those that are going to be most beneficial and practical. Examples of classes are: Computer classes, Writing a Résumé, CPR/First Aid, Financial Literacy, etc. To increase parental involvement, Family Nights will also be held once a month. Examples of Family Nights include: Family Reading Night, Family Art Night, Math Bingo, Family Theatre Night, etc.

Program Goals: (1) To measurably improve students' academic performance in Reading/Language Arts, Math & Science; (2) To complement the academic curriculum and encourage students' personal growth through activities focused on physical fitness, character development/avoidance of risk behaviors, art/dance appreciation, & tutoring; (3) To support parent involvement and improve knowledge on life skills through a variety of Adult classes offered and Family Night events.

At least four Project Based Learning Units will be facilitated throughout the program year. Each unit will last for approximately six-nine weeks. Daily, 60 minutes of the 90 minute lessons will be taught by an FLDOE certified teacher. Program assistants will be placed in each academic classroom to ensure ratios are maintained as well as allowing for a more effective classroom management. All academic hours will maintain a teacher to student ratio of 1:20, while personal enriching hours will maintain a ratio of 1:25.

The Boys & Girls Club of Collier County campus includes 17 classrooms, art & science labs, a library, 2 computer labs, kitchen, cafes for snacks/meals, gym with basketball court, swimming pool, bathhouse, and outdoor fields. To ensure our student's safety, all volunteers and employees undergo level 2 criminal background screening according to FL Statute 1012.32 along with drug screening. Daily, the Collier County Sherriff's office provides Youth Relations Deputies to ensure student safety on campus as well as building strong relationships with the members. As a safety precaution, parents 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. Club members are never released to adults that are not on the authorization list

The BGC 21st Century Community Learning Center program will play an integral role in ensuring that at-risk youth achieve academically and personally while also assisting parents in becoming full partners in their child's educational development.

2. Principles of Effectiveness

Collier County is the 17th most populous county in the stateⁱ and the second largest in land area.ⁱⁱ It is generally seen as affluent and indeed its per capita income (\$37,335) and median household income (\$56,876) are above the averages for the state (\$26,733 and \$47,827, respectively),ⁱⁱⁱ but the concentration of high-wealth individuals in the City of Naples masks the realities of the diverse working class population throughout the County as well as the plight of many children. Below are realities that lie beneath the surface affluence in Collier County:

- 63.1% of the work force is employed in the lowest-paying economic sectors: Leisure & Hospitality (25.9%); Trade, Transportation & Utilities (23.1%); Mining, Logging & Construction (8.4%); Other Services (5.7%).^{iv}
- 15.2% of adults over the age of 25 do not have a high school diploma.^v 17% of County adults are not literate compared to 14% in the U.S. generally.^{vi}
- 63% of Collier County public school children qualify for free/reduced lunches, and 62% are minority students, primarily Hispanic and secondarily Black.^{vii}
- More than 6,500 students are English Language Learners (ELL), hailing from 147 different countries of origin and speaking 81 different heritage languages.^{viii}
- More than 48% of students live in homes where English is not the first language and sometimes English is not even spoken in the home. This percentage

increases to 55% in grades Pre-K-3, when learning to read in English is critical.^{ix} Low-wealth, minority, and ELL students frequently face school performance challenges in Florida, often performing below proficiency. 2011 examples:

- 76% of 4th graders receiving free/reduced lunches failed to read at grade level versus 47% of children not receiving assistance. ^x
- 85% of 4th grade English Language Learners scored below proficiency in Math.^{xi}
- 93% of 4th grade ELL students scored below proficiency in Reading.^{xii}
- 70% of Hispanic 4th graders and 83% of African-American 4th graders failed to achieve proficiency in Reading.^{xiii}

Formative Evaluations

Through CCPS, the Boys & Girls Club of Collier County is able to access our 21st CCLC student's school data through a program called StopWatch. StopWatch pulls student data from the CCPS Data Warehouse which allows for the continuous monitoring of student grades, FCAT scores, and benchmark assessments. Student demographic information is all stored in-house in our BGCCC Member Tracking System. Based on the 2012-2013 Formative Evaluation there were several areas that were in need of improvement. Those areas include:

- 1) Low attendance at Advisory Board Meetings
- 2) Integrating PBL's into the schedule to fulfill all grant requirements along with

Boys & Girls Club requirements

In order to meet the attendance needs at Advisory Board Meetings, scheduled meetings 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 the planned Advisory Board Meetings. During the 2013-2014 program year, Project Based Learning Units have been built into the schedule to ensure an adequate amount of time is allotted to properly facilitate all units along with incorporating the Boys & Girls Club character enriching pieces.

3. Program Fees and Program Income

The Boys & Girls Club of Collier County will not charge any fees to participants of the 21st CCLC program.

4.Student Safety

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 and name tags. Registered students must carry ID cards, and all children check into an automated 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 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 knows evacuation procedures. 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 bus to the Club each day from school, and 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 are handled by the school district. Our safety record is exemplary, with no accidents or mishaps that put our youth in danger.

Program will be run at our 10-acre campus at 7500 Davis Blvd. in Naples. The campus includes a 36,000 sq. ft. main building with 17 classrooms, art & science labs, a library, 2 computer labs, kitchen, and cafes. Other amenities: a 20,000 sq. ft. gym with basketball court, swimming pool, bathhouse, and outdoor fields. We will complete a 15,000 sq. ft. Technology Training Center this fall which will focus on STEM programs (Science, Technology, Engineering, 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. Safety, health, and fire inspection letters are in Appendix C.

5. Academic & Personal Enrichment

Part A.

Academic enrichment programs 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; homework help/tutoring; parent involvement; collaboration with school professionals; student incentives. Research conducted by Columbia University has proven *Project Learn's* effectiveness at achieving grade improvements in multiple academic areas.^{xiv} The U.S. DOE and the Office of Juvenile Justice & Delinquency Prevention recognize BGC's *Project Learn* as evidenced-based/Model programming.^{xv}

Project/Problem based learning will be the core component of the Academic Enrichment portion of the program. By providing these cross-curricular units, it will allow the students to be engaged through hands-on, high yield activities. The four units that will be facilitated are “Mythbusters”, “Sticky Situations”, “Entrepreneurs and Inventors” and “Shark Tank”.

All PBL’s will be facilitated for 1.5 hours, daily, for the entirety of the 2013-2014 program year, with one hour taught by FLDOE-certified teacher. All teachers are Collier County Public School System Teacher’s which ensures good coordination with the schools and a thorough understanding of students needs. During all academic programs, a student-to-teacher ratio of 20:1 will be maintained. The remaining hours of the program will consist of activities such as Homework Assistance, Tutoring & Mentoring, Character Education, Dance & Arts, and Physical Recreation. During Personal Enriching Activities, a student-to-teacher ratio of 25:1 will be maintained. Our Curriculum Coordinator is a former Collier County teacher with established relationships with school counselors, teachers, and administrators. She will ensure communication between BGC staff and regular school day teachers.

Academic Enrichment- To measurably improve students’ academic performance in Reading/Language Arts, Math & Science.

Objective 1. Reading: 80% of regularly participating students (attending 30 days or more) will show measurable improvement in reading skills as demonstrated by internal pre/post assessment, report card grades, and FCAT scores.

All Project Based Learning Units will have a strong focus on allowing the students to be able to read with sufficient accuracy and fluency to support comprehension along with

being able to know and apply grade level phonics and word analysis skills in decoding words. In addition to daily activities and group projects, members will engage in centers based activities as a part of their ongoing routine. They will make use of self-guided manipulatives to gain mastery in the essential 5 areas of reading which include: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. As members collaborate with one another or work independently in centers, literacy goals will be met through the integration of these meaningful learning experiences.

The teacher will work with the Curriculum Coordinator to identify areas of need and design programming to support specific student reading gaps.

FLDOE Common Core Standards: Cluster 1: Key Ideas & Details -LACC.1-5.RL.1.1, LACC.1-5.RL.1.2, & LACC1-5.RL.1.3; Cluster 3: Integration of Knowledge & Ideas - LACC.1-5.RL.3.7 and LACC.1-5.RL.3.9; Cluster 4: Range of Reading/Level of Text Complexity -LACC.1-5.RL.4.10; Reading Standards/Foundational Skills -K-5; Cluster 3- Phonics/Word Recognition - LACC.1-5.RF.3.3; Cluster 4: Fluency - LACC.1-5.RF.4.4.

Objective 2. Language Arts: 80% of regularly participating students (attending 30 days or more) will show measurable improvement in Language Arts skills as demonstrated by internal pre/post assessments and report card grades.

The Project Based Learning Units will incorporate many facets of Language Arts such as: demonstrate command of the conventions of standard English grammar and usage when writing or speaking, use of knowledge of language and its convention when writing, speaking, reading, or listening and know and apply grade-level phonics and word analysis skills in decoding words.

To motivate and engage students, they 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.^{xvi} In addition to daily activities and group projects, members will engage in centers based activities as a part of their ongoing routine. They will make use of self-guided manipulatives to gain mastery in standards-based language skills. The integration of language arts centers will support improvement in language, social, and writing development.

Common Core Standards, multiple grade levels: Writing Standards Cluster 1: Text Type/Purposes: LACC.1-5.W.1.1, LACC.1-5.W.1.2, LACC.1-5.W.1.3; Cluster 2: Production/Distribution of Writing - LACC.1-5.W.2.5, LACC.1-5.W.2.6; Language Standards Cluster 1: Conventions/Standard English - LACC.1-5.L.1.1, LACC.1-5.L.1.2.

Objective 3. Science: 80% of regularly participating students (attending 30 days or more) will show measurable improvement in Science skills as demonstrated by internal pre/post assessments and report card grades.

Supporting this Objective, the Project Based Learning Units will use data gathering and analysis, and showing students a connection between science and math disciplines. The units will also reinforce the role of theories, laws, hypotheses and models. Students will be able to further explore science concepts during centers time. Standards-based, hands-on activities will be implemented in these centers, whereby students will participate in the use of their 21st Century Skills (problem-solving while exploring, inventing, creating, and discovering).

Next Generation Sunshine State Standards, multiple grade levels: Big Idea 1: The

Practice of Science - SC.1-5.N.1-6; Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models: Big Idea 14 – Organization/Development of Living Things - SC.1-5.L.14; Big Idea 15: Diversity/Evolution of Living Organisms - SC.1-5.15.

Objective 4. Math: 80% of regularly participating students (attending 30 days or more) will show measurable improvement in Math skills as demonstrated by pre/post assessments, report card grades, and FCAT scores.

Supporting this Objective, the Project Based Learning Units will use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Members will routinely engage in the use of manipulatives set up as free choice math centers. These centers will provide an opportunity for students to practice and apply skills and strategies taught during the regular school day.

Common Core Standards, multiple grade levels: Operations & Algebraic Thinking:

Cluster 1: Solve problems using addition, subtraction - MACC.1-5.OA.1.1, MACC.1-5.OA.1.2; Cluster 2: Understand/apply properties of operations, addition & subtraction- MACC.1-5.OA.2.3, MACC.1-5.OA.2.4; Number & Operations Cluster 2: Place value – MACC.15.NBT.2.2, MACC.1-5.NBT.2.3; Cluster 3: Use place value understanding/ operations to add/subtract- MACC.1-5.NBT.3.4, MACC.15.NBT. 3.5, MACC.1-5.NBT.3.6; Measurement/Data Cluster 3: Work with time & money – MACC.3.OA.1.4.

Personal Enrichment- To complement the academic curriculum and encourage students' personal growth through activities focused on physical fitness, character development/avoidance of risk behaviors, art/dance appreciation, & tutoring/ mentoring

Objective 5. Physical Education/Recreation Activities: 80% of regularly participating students (attending 30 days or more) will show an improvement in athletic ability or increased knowledge in Healthy Lifestyles as measured by individual performance data and staff assessments.

The “Body” component of BGC’s Triple Play (Mind-Body-Soul) curriculum will support this Objective. The “Body” component boosts physical activity through sports & fitness activities and competitions for all youth, whether athletically gifted or not. The Cal Ripken Healthy Children/Healthy Choices program will also be included in this program. 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. All gym staff members have backgrounds in recreation, fitness education and/or coaching youth sports leagues. The Physical Education Coordinator and the Curriculum Coordinator will work together to generate lesson plans supporting fitness according to grade level.

The overall outcome for this Objective is having students learn how they can live a healthy lifestyle through proper nutrition, good hygiene, and physical activity.

Next Generation Sunshine State Standards, multiple grade levels: Movement

Competency Standards: PE.1-5.M.1-12; Lifetime Fitness Standards: PE.1-5.L1-18.

Objective 6. Tutoring and Mentoring Services: 80% of regularly participating students (attending 30 days or more) will improve or maintain completion of school homework as demonstrated by staff assessments and teacher surveys.

The *Homework Hall Tutoring/Mentoring Program* will address students’ need for additional academic assistance. 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 organize thoughts/notes: key educational and life skills.^{xvii} Attention will be given to incorporating a variety of learning styles and multiple modalities in helping students understand concepts and assignments.

Each month *Homework Hall* will recognize students who consistently work on and complete their homework and will reward them with extra school supplies such as pencils, paper, crayons, or markers (not purchased through this grant.)

Objective 7. Arts and Dance: 80% of regularly participating students (attending 30 days or more) will increase their appreciation and knowledge of art and dance as demonstrated by internal pre/post assessments.

Fine Arts and Dance programming will be offered once a week for one hour throughout the school year with a student-to-teacher ratio of 20:1. Our full-time Fine Arts Coordinator has a Fine Arts degree and is pursuing a graduate degree in Arts Education. For Arts programming, students will explore techniques in drawing, painting and ceramics. In the Dance program, youth will be instructed by our trained Dance Instructor to research popular dance moves during the 1900's. Students will take their research and create story boards that will direct them in their dance routine.. All Dance

and Arts programs will support a student-directed project/performance that students will present for an audience of peers, parents, and other community members.

The use of dance is used to enhance student learning is backed by research indicating that learners attain higher levels of academic achievement when engaged with the arts. This effect is magnified when examining the impact of exposure to the arts on students from disadvantaged circumstances and can be aided by participation in afterschool programs such as those provided by the Boys & Girls Club.^{xviii}

Next Generation Sunshine State Standards, multiple grade levels: Music & Visual Arts: Appreciate/interpret artistic content-MU.1-5.C.1-4; Structure of art form, creative process - MU.1-5.O.1-3; Cognition & reflection -VA.1-5.C.1-2, VA.1-5.H.1-3.

Objective 8. Character Education/ Prevention: 80% of regularly participating students (attending 30 days or more) will improve character/leadership skills & increase knowledge of drug avoidance strategies as demonstrated by internal pre/post assessments.

The BGC prevention program SMART Moves (Skills Mastery and Resistance Training) and a staff-written curriculum, “Crowning Daughters/Sons for Success” Life Skills Program, will support this Objective, with each program lasting one semester. These programs build understanding and life skills important for positive youth development and resistance to risk behaviors. SMART Moves engages students in understanding how to avoid or resist peer pressure associated with alcohol, tobacco, drugs, and premature sexual activity. 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, 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. Each week, youth will engage in interactive learning to enhance self-esteem, healthy lifestyle choices, and proper etiquette.

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. Posters will be judged for originality, with prizes (not purchased through this grant) given to the top five winners. Life Skills program participants will exhibit their learning through a formal dinner celebration to practice etiquette, celebrate culture, and use professional communication skills in common social scenarios.

Next Generation Sunshine State Standards across multiple grade levels: Health Ed./

Responsible Behavior/Standard 2: Interpersonal communication/avoid health risks-HE.1-5.B1-5; Standard 3: Decision making skills/enhance health-HE.1-5.B.1-5; Concepts, Standard 2: Influence of family, peers, culture, etc., on health behaviors-HE.1-5.C.1-5.

6. Adult Family Member Services - To support parent involvement and improve knowledge on life skills through a variety of Adult classes offered and Family Night events.

Objective 9. Adult Education: 10% of adult family members of regularly participating youth (attending 30 days or more) will improve their English language skills or increase knowledge in Life Skills as demonstrated by pre/post assessments.

This Objective will support adult family members' needs for improved English language skills, whether due to English not being their first language or due to low educational achievement or the lack of a high school education. Parents will be

recruited through flyers & emails, listings on the monthly calendar, postings on the Club website, and virtual flyers on school websites. Parent sign-up sheets for Adult English classes will also be included in student application packages for Club membership. All communication about classes will be presented in English, Spanish, and Creole.

Classes will be conducted by a Certified Adult Education Instructor on staff who will perform individual assessments to determine English proficiency and needs. An Individual Education Plan will reflect language goals in light of employment and family language needs. We anticipate a student-to-teacher ratio of 10:1. The instructor will track progress throughout the school year. Classes will be available once a week for two hours during the school year. When adult speakers of other languages acquire 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. Once a month, educational/informational classes will be available to parents/guardians that will allow for the parents to learn important life skills. These classes will be facilitated by community professionals who are experts in the fields required. Examples: Financial Literacy, CPR/First Aid, Computer Classes, etc.

Objective 10. Family Nights: 15% of adult family members of regularly participating students (attending 30 days or more) will participate in monthly Family Night educational enrichment activities as documented by sign-in sheets and parent surveys.

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. To improve their engagement in

their child's educational development, we will offer monthly educational and fun events throughout the school year that families can enjoy together. The recruitment plan for Family Nights will include flyers/emails to parents, listings on the monthly calendar, postings on the Club website, virtual flyers on school websites. Postings will be in English, Spanish, and Creole.

A Family Night Committee of Youth Development staff will generate a calendar of Family Night events based on the results of parent surveys. Staff and community experts will conduct Family Nights. Examples: Math Bingo, Art Night, FCAT Prep, Internet Safety, Family Reading Night, and Gang Prevention. Parent surveys completed by participants will evaluate Family Night programming.

7. Evaluation Plan

Program Objectives (1)	Activities (2)	Specific Measures & Data Sources (3)	Data Collection Method (4)	Timeline (5)	Standards (6)	Methods for assessment of progress (7)
<p>1. Reading 80% of regularly participating students* will show measurable improvement in reading skills demonstrated by internal pre/post assessments, report card grades, and FCAT scores.</p>	<p>Project Based Learning Units:</p> <ul style="list-style-type: none"> • Mythbusters • Shark Tank • A Day in the Life of • Sticky Situations <p>*(1.5 hours daily with 1 hour taught by FLDOE certified Teacher)</p>	<p>Pre and Post testing</p> <p>Report Card grades</p> <p>FCAT scores</p>	<p>BGC staff teachers: collect daily classroom attendance; conduct, record, evaluate pre/post surveys;</p> <p>StopWatch</p> <p>StopWatch</p>	<p>Pre/Post assessments administered for each PBL unit</p> <p>Report card grades collected every quarter</p> <p>FCAT scores reviewed annually</p>	<p>LACC.1-5.RL.1.1 LACC.1-5.RL.1.2 LACC.1-5.RL.1.3 LACC.1-5.RL.3.7 LACC.1-5.RL.3.9 LACC.1-5.RL.4.10 LACC.1-5.RL.4.4</p>	<p>End of semester reports</p> <p>Pre and post test data</p> <p>Daily attendance</p> <p>FDOE Formative and Summative reports</p> <p>Report Card grades</p> <p>FCAT scores</p>
<p>2. Language Arts 80% of regularly participating students* will show measurable improvement in their Language Arts skills as demonstrated</p>	<p>Project Based Learning Units:</p> <ul style="list-style-type: none"> • Mythbusters • Shark Tank • A Day in the Life of • Sticky Situations <p>*(1.5 hours daily with</p>	<p>Pre and Post testing</p> <p>Report Card grades</p>	<p>BGC staff teachers: collect daily classroom attendance; conduct, record, evaluate pre/post surveys;</p> <p>StopWatch</p>	<p>Pre/Post assessments administered for each PBL unit</p> <p>Report card grades collected every quarter</p> <p>FCAT</p>	<p>LACC.1-5.W.1.1 LACC.1-5.W.1.2 LACC.1-5.W.1.3 LACC.1-5.W.2.5 LACC.1-5.W.2.6 LACC.1-5.L.1.1, LACC.1-5.L.1.2</p>	<p>End of semester reports</p> <p>Pre and post test data</p> <p>Daily attendance</p> <p>FDOE Formative and Summative reports</p> <p>Report Card grades</p>

by internal pre/post assessments & report card grades.	1 hour taught by FLDOE certified Teacher)			scores reviewed annually		
3. Science 80% of regularly participating students* will show measurable improvement in Science skills as demonstrated by internal pre/post assessments and report card grades.	Project Based Learning Units: <ul style="list-style-type: none"> • Mythbusters • Shark Tank • A Day in the Life of • Sticky Situations <small>*(1.5 hours daily with 1 hour taught by FLDOE certified Teacher)</small>	Pre and Post testing Report Card grades	BGC staff teachers collect daily classroom attendance; conduct, record, evaluate pre/post surveys; record report card grades	Pre/Post assessments administered for each PBL unit Report card grades collected every quarter	SC.1-5.N.1-6, 14: SC.1-5.L.14, 15: SC.1-5.15	End of semester reports Pre and post test data Daily attendance FDOE Formative and Summative reports Report Card grades
4. Math 80% of regularly participating students* will show measurable improvement in Math skills as demonstrated	Project Based Learning Units: <ul style="list-style-type: none"> • Mythbusters • Shark Tank • A Day in the Life of • Sticky 	Pre and Post testing Report Card grades FCAT results	BGC staff teachers collect daily classroom attendance; conduct, record, evaluate pre/post surveys; record report	Pre/Post assessments administered for each PBL unit Report card grades collected every	MACC.1-5.OA.1.1 MACC.1-5.OA.1.2, MAC C.1-5.OA.2.3 MACC.1-5.OA.2.4; MACC.1-5.NBT.2.2 MAC C.1-5.NBT.2.3	End of semester reports Pre and post test data Daily attendance FDOE Formative and Summative reports Report Card grades

by internal pre/post assessments, report card grades, FCAT scores	Situations *(1.5 hours daily with 1 hour taught by FLDOE certified Teacher)		card grades FCAT scores from school district	quarter FCAT scores reviewed annually	MACC.1-5.NBT .3.4, MACC.1-5.NBT.3.5 MAC C.1-5.NBT.3.6 MACC.3.OA.1.4	FCAT scores
<u>5. Physical Education</u> 80% of regularly participating students* will show an improvement in athletic ability or physical performance in the areas of endurance, strength or agility as measured by individual performance data and staff assessments.	Sportsmanship activities Basketball Baseball Healthy Lifestyle Lessons	Individual student performance logs Completion of Challenge Staff assessment of student performance Classroom observations	Students will track their progress on performance logs Staff will monitor daily attendance and assess student's performance at the beginning and end of each semester Curriculum Coordinator: Classroom observations	Staff assessment of student performance each semester Students self-reporting each week	PE.1-5.M.1-12, PE.1-5.L1-18	End of semester reports Analysis of staff assessments Daily monitoring of attendance records FDOE Formative and Summative reports
<u>6.Homework Assistance</u> 80% of regularly participating students* will improve or	Volunteers, staff and teachers will assist students in exploring homework	Staff observations Teacher survey results	Staff will observe & document student performance. School day teachers will	Staff daily observations. Annual classroom teacher surveys to	Supports all Standards by helping students develop crucial study skills and critical thinking skills as they	Daily monitoring of attendance records Staff observations. Annual teacher

maintain completion of school-assigned homework as demonstrated by staff reports and teacher surveys.	assignments and clearly documenting questions and learning strategies employed to achieve results on assigned work.		be formally surveyed at the end of the school year to rate the level of homework completed on time and engagement and understanding of homework	assess students' progress in effectively completing homework assignments	learn to outline, identify key points, and organize their thoughts and notes.	survey results FDOE Formative and Summative reports
<u>7. Arts and Dance</u> 80% of regularly participating students* will increase their appreciation and knowledge of art and dance as demonstrated by internal pre/post assessments.	Dance and Arts programming with end of the year dance performance with student performers.	Pre and post testing for art and music classes.	BGC Dance and Fine Arts teachers: create/conduct evaluations (pre/ post surveys), monitor attendance.	Pre and Post surveys conducted each semester Dance performance at the end of the spring semester	DA.2.H.1.1 DA.3.C.2.1 VA.1-5.C.1-2, VA.1-5.H.1-3,	End of semester reports/Graphing of pre and post test data Daily monitoring of attendance records FDOE Formative and Summative reports
<u>8 Prevention / Character Development</u> 80% of regularly participating students* will	Skits, role playing, instruction to learn skills to enhance self esteem/healthy choices, understanding	Pre and Post testing	Club staff: create/conduct evaluations (pre/ post surveys), monitor daily attendance.	Pre and Post surveys conducted each semester	HE.1-5.B1-5; HE.1-5.B.1-5; HE.1-5.C.1-5.	End of semester reports/Graphing of pre and post test data Daily monitoring of attendance records FDOE Formative

improve their Character and Leadership skills and increase knowledge of drug avoidance strategies as demonstrated by internal pre/post assessments.	g of culture & etiquette, drug avoidance. End of semester poster campaign and dinner.					and Summative reports
<u>9. Adult English Language/Informational Classes</u> 10% of adult family members of regularly participating students* will improve their English language skills as demonstrated by achieving individualized language goals as demonstrated by results of pre and post	Instructor and parent will develop an Individual Education Plan based on the English language needs of the parent and his/her work and family situation. Classroom instruction will be provided at a 10:1 student/ teacher ratio.	Pre and Post testing Individual Education Plan for each Adult Learner	Certified Adult Education English Language Teacher will create and conduct evaluations (pre/ post surveys) & provide ongoing feedback to each student	Pre and Post will be conducted with the introduction of each new Adult Learner. Pre and Post surveys will		Graphing of pre and post test data Daily monitoring of attendance records FDOE Formative and Summative reports

survey assessments.						
<p>10. Family Nights 15% of adult family members of regularly participating students* will engage in monthly Family Night enrichment activities designed to support their child's development as demonstrated by parent surveys and staff assessments.</p>	<p>Family Nights conducted by Club staff and/ or service providers from the community. Examples: Family Art Night, Math Bingo, , FCAT Prep, Internet Safety, Gang Prevention</p>	<p>Attendance via Parent sign-in sheets</p> <p>Parent satisfaction surveys</p>	<p>Youth Development staff will monitor Parent sign-in sheets, administer satisfaction surveys.</p>	<p>Survey data will be collected at the conclusion of each monthly Family Night event and will be compiled continuously through the year</p>		<p>Monitoring of parent attendance records</p> <p>Review of satisfaction survey results</p> <p>FDOE Formative and Summative reports</p>

*attending the Program at least 30 days or more

Evaluator Qualifications BGC of Collier County's external evaluator will be Dr. Susan T. Hibbard, Ph.D., Director of Assessment from the Office of Institutional Research, Planning & Effectiveness at Edison 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.

Formative evaluations completed each semester will track progress and ensure continuous improvement. These written evaluations will be completed by Dr. Hibbard through on-site visits and will include student attendance (average daily attendance & overall enrollment); summary of activities; data analysis/assessment of progress toward each objective; and recommendations for improvement. Internal pre-post testing for each program objective will be completed by BGC staff at the beginning and end of each semester. Quarterly classroom evaluations will be conducted by the Curriculum Coordinator to identify strengths & areas for improvement. Staff will document activities completed and assess individual student progress on an ongoing basis, consulting with the Curriculum Coordinator as needed. Report card grades, FCAT scores, and teacher, parent, & student surveys will provide additional information and data for reporting. 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.

Formative and Summative reports will be posted on the project website we will develop and maintain. 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. 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.

8. Dissemination Plan

We will disseminate information about the program to inform the community about its importance and results. A 21st CCLC portion has been added to the BGCCC website that provides parents with information including the program schedule and dates along with highlights about the programs and links to student projects and results. Other methods of distribution: Family Advisory Council meetings; Family Nights; announcements to community members at fundraising events; monthly calendars of activities distributed to parents; general website postings; e-newsletters; news releases/media coverage; flyers in English, Spanish, and Creole.

9. Budget

See Budget Narrative Form (DOE101S)

APPENDIX A – References

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