

5.1 Project Abstract or Summary Objective: provide academic/personal enrichment for 39 weeks to K-5 students attending Immokalee Community and K-2 at Village Oaks and Pinecrest Elementary Schools in Immokalee, an area of extreme poverty. 21st CCLC Program will serve 60 of the most at-risk kids, putting them on an early course to master English, academic achievement and pro-social skills. Goals: improve students' academics and personal growth; complement schools' curriculum, and promote parents' involvement and family literacy. We provide programs, Project Based Learning ("PBL") and high yield learning activities in Reading, Language Arts, Math, Science, Arts & Music, Physical Education, Character Development, Drug Prevention, and Tutoring/Mentoring. We offer adult family members Adult Education services and skills/educational opportunities.

5.2 Needs Assessment Assessment information/data from partners, Collier County Public Schools ("CCPS"), FL Dept. of Ed. ("FDOE"), U.S. Census, & cited sources. Target youth ("TY") attend grades K–5 at Immokalee Community, and K-2 at Village Oaks Elementary & Pinecrest Elementary Schools ("target schools"), Immokalee, FL, an impoverished Federal Promise Zone; 57% of population is minority; 42% foreign born; 42% in poverty (vs 16% for FL); 51% under age 65 without health insurance. Median household income is \$26,399 vs \$46,956 for FL.ⁱ In the 2017 Florida Standards Assessment ("FSA"), Immokalee Community's students underperformed the County's 3rd graders in assessments. (K-2 Students do not take the FSA.) FSA and TY demographics indicate HIGH NEED to intervene with academic and pro-social out of school programs to raise achievement and reduce risky behavior.

2016 FSA ⁱⁱ (NOT proficient = Under level 3)	3 rd grade	4 th grade	5 th grade
Immokalee Community School % NOT Proficient in ELA	83%	70%	74%
Collier County % NOT Proficient in ELA	43%	43%	44%
Immokalee Community School % NOT Proficient in Math	61%	61%	66%
Collier County % NOT	33%	34%	38%

Proficient in Math			
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Data Source = FLDOE ⁱⁱⁱ & CCPS ^{iv}	Economically needy	Limited English Proficiency	Migrant	Home Language is English
Immokalee Community	86.7%	39.53%	49.01%	16.6%
Village Oaks	88.9%	43.88%	40.62%	26.1%
Pinecrest	93.6%	58.74%	48.49%	10.64%

About 8 of 10 TY live in non-English speaking homes where English is often not spoken. ^v This English deficit puts TY greatly at risk, especially grades K – 2 when learning to read is so critical. Many parents work at low wage jobs, frequently absent, unable, or unwilling to read to their children or help with homework/guidance. Many have not completed high school. (52% of Immokalee adults function at the lowest literacy level. ^{vi}) 32.8% of County youth live in single-parent homes vs US median 30.8%. ^{vii} Single parents are challenged to provide academic and pro-social guidance. Annie E. Casey Foundation: “Children raised in female-headed households {vs married-couple} are more likely to drop out ... have or cause a teen pregnancy & experience a divorce in adulthood.” And “children growing up in single-parent families typically have access to fewer economic or emotional resources than children in two-parent families. ^{viii} TY face health & behavior risks. High obesity levels at 2 target schools: Village Oaks’ obesity levels = 30%-34%; Pinecrest 35+%. ^{ix} 25% of County youth in poverty have improper nutrition and neglected dental care. ^x Alcohol most used drug: 4 of 10 CCPS middle/high schoolers (MHS) have used it; 2 of 10 had past-30-day use; 33% high schoolers used it at home; 45% at someone else’s home ^{xi} E-cigarettes 2nd most used drug: 28% MHS used. 18.5% of MHS used marijuana/hash in lifetime. ^{xii} 31% of CCPS students aged 10-14 said bullying caused them to worry, and 14% of MHS said they have verbally bullied others. ^{xiii} These circumstances/risks have a very negative effect on the academic achievement and futures of TY and they NEED support. In rural Immokalee, the demand is huge but there are few affordable out-of-school programs. U. of FL says in Immokalee, “the key issue ... is availability and access.” Available programs are “fee-based ... and require transportation.” The gap between need for and

availability of affordable after school programs is about 33%. BGCCC is "considered by many to be the gold standard for out-of-school time support programming."^{xiv}. Because of great need, BGCCC built Immokalee youth center in 2016. 21st CCLC funds are CRITICAL to help TY.

5.3 Program Evaluation *External Program Evaluator:* The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will serve as the external evaluator for this project. Selected through a competitive bid process, CASPER will oversee all aspects of program evaluation, including formative, summative, and data reporting to FLDOE and U.S. Department of Education. Led by a professional evaluator and licensed psychologist, CASPER has evaluated over 500 educational programs. CASPER's Lead Evaluator will conduct all evaluation tasks. CASPER is an active member of the American Evaluation Association and the American Psychological Association and its evaluations will be conducted under the ethical codes and procedures of these professional organizations. All BGCCC employees, officers or agents are free from any real or apparent conflict of interest.

5.3.a – Evaluation Plan Based on the research-based concept of M.Q. Patton, the 21st CCLC evaluation plan is firmly rooted in the Developmental Evaluation model^{xv}. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models) – rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in “real time,” embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, community partners, the state, the feds, etc.)^{xvi}. The evaluation plan is enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers)^{xvii}. Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and the communication of evaluation results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC evaluation plan will be firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from the CIM process and provide formal reports about processes and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works, and (4) documenting and analyzing change in student's actions, attitudes, knowledge, and performance.

Data Collection Activities and Timeline: The following provides the types of data to be collected to assess program objectives and performance. Each type is followed by the estimated frequency of collection. When possible, specific instruments are listed. Details about measures specific to objectives is provided in the objectives table (attached). Data collection will include: (1) Average daily attendance and student enrollment (***Monthly***); (2) State Standardized Assessments in Reading, Math, and Science (***Annual*** – FSA for grades 2-5, FCAT Science 5th grade only); (3) District-Based Diagnostic Assessments (***all grades***) in Reading, Math, and

Science (**Bi-Annual**); (4) District-Based writing diagnostics, if administered (all grades; **Bi-Annual**); (5) School 'Grades' in Reading, Writing, Math, and Science (**4X Annually - Quarters**); (6) School records on student absences from regular school day (**Bi-Annual**); (7) Pre-post knowledge assessment in visual and performing arts (**Quarterly**); (8) Physical Fitness Assessments (**Quarterly**); (9) Staff surveys of professional development to effectively provide 21st CCLC activities (**Annually**); (10) Teacher and Staff Surveys on student impact and change (**Annually**); (11) Attendance logs from parent events (**Monthly; By Event**); (12) Adult Literacy Performance Surveys from all literacy-based parent events (**Monthly; By Event**); and (13) Student and Parent Satisfaction and Impact Surveys (**Annual**).

Data Collection, Maintenance, and Reporting: The District has agreed to provide all necessary data to complete the proposed and required state and federal evaluation reporting requirements. Unlike other districts, CCPS has developed a sophisticated dashboard and data system (StopWatch) to allow for the collection of all data necessary for this grant (including identification of students, tracking progress, and obtaining outcome measures). To support the evaluation process (and under a formal legal agreement), the external evaluator is able to work directly with the District to obtain all necessary data needed for the 21st CCLC program. The data includes all student demographics, state standardized tests (from all prior years), student standards-based report card 'grades', district diagnostic results on all students, and a variety of other data used for the evaluation process. All teachers also have access to data on the 21st CCLC students - providing for the necessary data to engage in the Continuous Improvement Model with the support of the evaluator. The program will collect and provide all required teacher, parent, and student surveys through the procedures developed by the FLDOE and enhanced with the strong connection the program will have with the parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by the FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals & district administrators have agreed

to assist in encouraging completion of surveys, (2) surveys will be distributed to multiple teachers to avoid overburdening any one teacher, and (3) teachers will be provided incentives. The FLDOE will have access to all FERPA-compliant data collected by the program.

Examining Program Impact: A formative evaluation summary will be completed at mid-year, with additional interim evaluation debriefings completed after on-site visits. Each report will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (by July 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The evaluation's purpose is recording and developing a model program that can be presented to potential funders to enhance Program sustainability and continuation after federal funding ends. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact surveys, staff information, and partnerships. Focus will be on: 1 evidence of program quality (using the FL Afterschool Network Standards); 2 student attendance trends; and 3 progress towards the performance measures included in the Measurable Objectives Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

Use and Dissemination of Evaluation Results: Administrators, stakeholders will receive evaluation results. Monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. The program director and teachers will use data during weekly meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and

(under the developmental evaluation model) will help guide administrators in refining and addressing any identified concerns within the complex and evolving system of the 21st CCLC program. In addition, 21st CCLC staff will be debriefed and engaged in addressing challenges. Finally, evaluations will be shared with all stakeholders electronically (e.g., administrators, parents, partners) to disseminate information and encourage feedback. To inform the community, evaluation results are uploaded to the 21st CCLC website.

5.3.b – Measurable Objectives and Assessments Measurable objectives/assessments were created using the web-based system required by FLDOE. All objectives were designed to align with needs/gaps identified in needs assessment.

5.4 Applicant's Experience and Capacity *Program Administration and Fiscal Management*
BGCCC's operating budget is \$6.9 million. We completed capital campaigns for and built a \$16 million Nichols Campus in East Naples in 2006, the Baker Technology Training Center at Nichols in 2014, and \$8 million Bolch Campus in Immokalee in 2016. We have vast experience in receiving, managing, and obtaining intended results from government and private grants. In the past 5 years, we have successfully implemented 21st CCLC grants of \$1,631,739, and \$877,643 for OJJP and DOE/Project Learn. Management systems have strict consistent policies and processes, Financial Procedures Manual, internal control procedures, employee manual, and grant management processes and procedures, to make sure staff complies with all grant requirements, deadlines, and deliverables. All relevant staff will apply experience to the 21st CCLC grant implementation to ensure it runs smoothly and obtains excellent results. An independent auditor audits our Financial Statements and Federal grant requirements yearly, with no corrective actions in the past 2 years. We have collected/reported data to multiple entities for hundreds of private and government grants. The data is well-organized and easily accessible. We have been in compliance with all previous government grants. Charity Navigator rates us 4-Star for efficient financial management. The Board's Finance Committee regularly reviews financials, expenditures & budgets. The COO, CEO & CFO meet

regularly to ensure policies and procedures are adhered to. BGCCC is led by CEO & President Theresa M. Shaw, an educator and child advocate with 35 years' experience, including 6 at BGCCC. Mrs. Shaw reports to a Board of Directors, 19 diverse community members who contribute experience and funds to ensure BGCCC is financially and programmatically sound. Board meets monthly Nov.-May, and committees oversee: facilities & grounds, finance, board development, program/education, HR, resource development, scholarships, technology, special events, and endowment. Reporting directly to the CEO are COO, Megan McCarthy, B.A., M.Ed., with 15 years' experience; CFO, Jerrold McDonald, BS, CPA, with 35+ years in accounting and business; & Chief Resources Officer Ronald McNeil, MPA, with 15 years' experience, 12 with Boys & Girls Clubs on local, state and national levels. Supporting program operations is a staff of administrative, human resources, financial, and resource development employees.

Program Implementation BGCCC has provided youth development programs in Education & Career, the Arts, Sports, Fitness & Recreation, Character Development & Leadership, and Health & Life Skills for 20+ years. Since 2003, BGCCC has successfully implemented 21st CCLC grants and is experienced in providing the approved activities and obtaining the objectives and desired outcomes. We collaborate with CCPS to support curricula and reinforce class room learning. We emphasize academic achievement and completing high school with a plan for the future. We provide tutors, technology, and academic resources daily. We conduct PBL activities, enable hands-on learning, and embed academics and technology in all programs. Life skills programs teach youth to resist drugs, bullying and other negative behaviors, and to make wholesome decisions. Mentors promote pro-social behavior and help youth navigate their development. Program Staff are professionally trained in youth development strategies and programs, and many are certified teachers.

Program Evaluations As described in Section 5.3.a., CCPS gives us access to data to track and monitor youths' progress. We pre-and post-test & survey to determine knowledge & behavior gains. These data inform us that our programs are effective and reaching goals. Our

program results are excellent: last year, 99% of members were promoted to the next grade & 100% of seniors graduated; 83% of members were proficient in ELA vs 56% - 60% for all CCPS students, and 86% in Math vs 58%-59% for all CCPS; 93% of members maintained or increased program knowledge. Recently FL Alliance of Boys & Girls Clubs awarded us FL Best Overall Program and Best Educational and Career Program. Boys & Girls Clubs of America ("BGCA") gave us a merit award in Character and Leadership Development, a MAC award for outstanding communications, the High Performance Board Award, and a National Arts award. Annie E. Casey Foundation gave us the Award for Family Programs.

BGCCC routinely collects and maintains data to analyze programs and report progress. A Program and Education Committee of staff, volunteers from local businesses, schools, parents, and the members of the Board meets regularly to review programs and data to ensure goals are met and members' needs are addressed, to monitor progress toward goals and to modify, add or delete programs when needed. Review elements include: pre- & post-test results to discern knowledge/skills gained; staff reports; members' academic grades; FSA results; school & Club attendance; grade to grade progress; teachers' and administration feedback; member & parent survey results, focus groups, and individual meetings. BGCA provides support, expertise, and professional development opportunities for staff and board members.

5.5 Partnerships, Collaboration and Sustainability We posted our intent to apply on our webpage for 21st CCLC Program, <http://bgccc.com/programs/21st-century-community-learning-centers>, and we will update it for the 2017/18 Program including application, Program overview & goals, Notices, Dissemination of Formative Evaluation, Program contacts, Dates & Time, and Participating Schools. After submittal, we will provide the application to partners and interested parties who request it. The 21st CCLC Coordinator will be responsible for designating and approving content for the website. At the direction of the Coordinator, the Marketing Director will update the website at least once every month, or when new items are available (e.g., after a major project conclusion). The site will include evaluation reports and proposed modifications.

5.5.b Partnerships Our primary partners include:

Collier County Public Schools - We continue to partner with CCPS to design programming, support school curriculum and transportation. CCPS collaborates in planning; refers targeted students; provides access to student data and grades, IEPs, and teacher feedback and evaluations; provides training for new school curricula; and promotes the after-school programs to parents. We have recruited CCPS teachers to teach in the program as they are familiar with students' performance, areas of need, and current course of study. To maintain the partnership, we regularly communicate to share program status and student achievement and seek constructive feedback from teachers.

Collier County Sheriff's Office provides Youth Relations Deputies to participate in character development programs, serve as mentors & role models, and assist with behavior management. Deputies support operations, conduct trainings, & attend special events & student celebrations.

Cal Ripken Sr. Foundation provides sports equipment and helped fund construction of our ball field. The Foundation provides curriculum for healthy living and physical education. It 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.

Redlands Christian Migrant Association (RCMA) - We will partner with RCMA's Immokalee Community School to design programming, support school curriculum & transportation. RCMA refers targeted students; provides access to student data and grades, IEPs, and teacher feedback and evaluations.

The following partners will provide supplies and services: Immokalee Chamber of Commerce (family events/resources re: drug & crime prevention, health services), Comcast (school supplies), David Lawrence Center (bullying prevention), Drug Free Collier (events to prevent drug addiction), Publix Super Markets, Inc.(school supplies) ,Ronald McDonald Care Mobile

(Dental care and physicals), Safe and Healthy Children's Coalition (water safety training), VisionQuest (on site vision services)

5.5.c Collaboration with the Regular School Day

Consultation During Development of the Application: 1 Contact initiated with schools as part of the needs assessment; 2 Principals initially contacted prior to end of school year; Letter of Support from Charter School (Immokalee Community) received; 3 Letter of support from CCPS Superintendent received, and yearly MOU will be renewed in August when current one expires

Continued Collaboration: (1) School will supply quarterly progress reports and student data such as FSA scores and attendance; (2) Coordinator will email school day teachers regularly to request feedback on students; (3) Coordinator will attend faculty meetings where appropriate.

We have communicated to K through 2nd grade teachers and administrators at target schools, Village Oaks & Pinecrest, and with K through 5th grade teachers and administrators at target school, Immokalee Community School to coordinate our programs and activities with their curricula and to obtain their feedback. We also obtained school, teacher, and student specific information from the CCPS website. On the website we can look at lesson plans, the standards being implemented, homework assignments, and other relevant information.

We employ CCPS teachers for our program which ensures coordination with the schools and a thorough understanding of student needs. Also, our 21st CCLC Coordinator has established relationships with school counselors, teachers, and administrators. The coordinator ensures that that there is good communication between BGCC staff and regular school day teachers.

Technology enables us to communicate easily with the teachers and administrators. Our primary protocols are communicating via email and phone calls and meetings when necessary. When we access individual student information on the CCPS website, there is information available to identify students who need extra help, have IEP's or have other educational issues. We can email the teachers directly through that site to discuss and coordinate plans. CCPS will provide access to STOPWatch, their data collection system, to track student progress, grades,

attendance, improvement plans and other information from the regular school day. Once our Coordinator locates a child in STOPWatch, she can email the teacher regarding the child's progress and plans to collaboratively support the child's educational goals.

School Improvement Plan (SIP) Pinecrest The SIP has several areas where the 21st CCLC program will align as a supporting program. Most notably is the need for after school programming to capitalize on potential learning opportunities and fostering connections with students to produce high academic achievement. The 21st CCLC program will also work to support the utilization of high-yield essential instructional elements, engage students with effective instructional strategies and analyze student data to drive rigorous differentiated instruction so student achievement will increase.

School Improvement Plan Immokalee Community School The SIP has several areas where the 21st CCLC program will align as a supporting program. Most notably is the need for after school programming to capitalize on potential learning opportunities and fostering connections with students to produce high academic achievement. The 21st CCLC program will specifically implement effective instructional strategies re: reading, writing, math & science.

School Improvement Plan Village Oaks There is no school improvement plan listed on school website. Request to the school was not immediately answered due to summer vacation. The 21st CCLC will align programming to capitalize on potential learning opportunities and fostering connections with students to produce high academic achievement. The 21st CCLC program will also work to support the utilization of high-yield essential instructional elements, engage students with effective instructional strategies and analyze student data to drive rigorous differentiated instruction so that student achievement will increase.

5.5.d Sustainability Over the past 14 years BGCCC has had experience in sustaining 21st CCLC Programs. To sustain support for years 3- 5 and after funding ends, the following strategies will continue Program level and quality. Continue our focus on raising funds from individuals, the largest source of U. S. charitable donations. In 2015, 80% were from individuals

and bequests (\$296 billion); 15% from Foundations and 5% from Corporations.^{xviii} We have strengthened and expanded fundraising campaigns and events which primarily target individuals, and the donations are increasing. Events net income exceeded \$800,000 last year. We launched a recognition society to encourage individual donors of at least \$10,000 yearly. Last year, 50 donors joined the society, an 18% increase over 2015. We continue to grow annual giving campaign. With the Bolch capital campaign over, we expect donors to increase annual gifts. We obtained a \$10 million endowment gift for sustainability, enabling us to divert resources into the 21st CCLC program, if needed. We have intensified our Board development efforts to find community members with resources to benefit BGCCC. Chief Resources Officer has 12 years' experience with Boys & Girls Clubs. The Finance and Resource Development Committees work to ensure we raise sufficient resources and manage them prudently.

5.6 Program Plan

5.6.a Target Students

Targeted School: This is a single-site program. All activities will occur at Immokalee BGCCC, with students targeted from 3 Title I schools in need of improvement: Immokalee Community, Pinecrest Elementary, & Village Oaks Elementary Schools. Together, these schools have an enrollment of 1,520 students, with 90.8% eligible for free/reduced price lunch. All 3 schools are "in need of improvement" and have received a school grade of "D" for 2016-17. As such, all 3 meet or exceed the 21st CCLC grant application eligibility requirements. A goal is that all 3 will raise their school grades and be ineligible for 21st CCLC program after the initial three years.

Targeted Students: 60 students from kindergarten to 5th grade will be served each day in the 21st CCLC program (Pinecrest and Village Oaks will only target grades K-2 due to existing programming for students in grades 3-5). Based on demographics of the schools, the target students are expected to be equal numbers of boys and girls; with 97.9% of the students of students defined as "minority." (i.e., African American / Black and Hispanic/Latina(o)). It is further expected that approximately 12.4% of the students will be identified with a disability and

48.9% will be English Language Learners (LEP). The language barrier is further challenged because 88% of the target students live in non-English-speaking homes, which has been considered in designing activities for adult family members (discussed below).

Identification and Enrollment. Students are identified by the Principal, school counselor, and regular day school teachers for targeted enrollment (see recruitment section below). The program will have a rolling priority enrollment, wherein students with the greatest risk factors and barriers to academic achievement being targeted for enrollment before 'rolling' to the next group with fewer risk factors. Risk factors are based on established needs and will include: (1) lowest 25% in reading (FSA) (2) lowest 25% in math (FSA); (3) low performance on district diagnostic assessments (e.g., iReady); (4) students identified as academically at-risk by teachers; and (5) students struggling with the English language. In addition, services will be provided to family members of these students to enhance involvement and improve the overall family within which children reside (see adult family member section for detailed activities).

5.6.b Recruitment and Retention **Recruitment:** The targeted student section discusses the enrollment plan. To some extent, recruitment has already occurred, as students were recruited to provide feedback in selecting program activities. 21st CCLC staff members will attend 'back-to-school' meetings to initiate communication with eligible families and will engage in regular 2-way communication with the school to identify students. Once students are identified by the school, the student and their adult caregivers will be approached with information about the program. This process will primarily involve parents and will focus on the academic assistance provided to students through 21st CCLC. For older students (Grades 4-5), recruitment methods will be slightly adjusted to have greater emphasis on the high-interest, hands-on, and engaging activities. Through the use of PBL, all students will view the program as fun and exciting. Recruitment efforts will also be employed to engage families, primarily through focused outreach efforts and inclusion of high-interest adult services. To maximize impact, all recruitment efforts will be provided in both English and Spanish. Program staff will reach out to

adult family members to underscore the importance of the 21st CCLC program to their children and encourage participation in adult family member services. Other recruitment efforts will include a summer newsletter, a strong Advisory Board, and BGCCC outreach (in kind).

Retention and Participation: It is important for students to stay the entire program day and attend every day. The strategies are different based on student grade level – strategies for younger students focused on the parents and strategies for older students focused on the students. In all grades, parents will be reminded about the importance of the program, provided results from the program, and be required to sign a participation agreement that outlines the expectation for students to remain in the entire program. This has proven effective at other 21st CCLC sites operated in Collier County. Parents will also attend two mandatory meetings to outline and review program expectations, attendance requirements, and family participation requirements. In addition, the program will focus on hands-on and engaging activities using PBL – which provides for student voice and student choice, thus making them part of the program design and implementation. This sense of ownership will be further enhanced by having older students sit on the advisory board or creating a leadership council for students to provide input and feedback. The advisory board will also include parents and will be open to all 21st CCLC participants and family members to provide feedback.

5.6.c Student Program Activities *Sample Schedule:* See Attachments Section

BGCCC's 21st CCLC program provides well-rounded, educational enrichment opportunities to all participating students and families. BGCCC develops the curriculum, ensuring the program's activities are carefully designed with our student populations in mind and tailored to best meet their needs. The program is created to address each identified need; (1) homework help and learning support to improve students' academic progress continuously; (2) project-based reading and writing activities to address learning gaps in literacy and to enhance students' academic performance; (3) hands-on STEM to address science and math deficiencies, and to build students' skill levels; (4) physical and nutritional education to address obesity and poor

health, and to promote healthy lifestyles; (5) arts and culture education to increase creative expression and strengthen students' enthusiasm toward education; & (6) family nights to grow parenting skills and provide support &resources to our families.

The "Power Hour" Homework Help Program will address students' need for additional academic assistance. Offered Monday-Friday for 60 minutes with a student-to-staff ratio of 10:1, Power Hour is led by a certified teacher. Program counselors 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 - all key educational and life skills. BGCCC will allow for a variety of learning styles and multiple modalities in helping students understand concepts and assignments.

Frequency: Daily, 60 Minutes. Ratio: 1:10. Grade Levels: K-5

Academic Enrichment Project-Based Reading and Writing Activities: All 21st CCLC program students participate in the learning method PBL to address literacy gaps and enhance their academic performance in all subject areas. PBL improves literacy skills because it addresses different learning styles and incorporates multiple intelligences. According to the George Lucas Educational Foundation's (2007) input on project-based learning, "When children are interested in what they are doing and are able to use their areas of strength, they achieve at a higher level." ^{xix} Thus, BGCCC incorporates reading and writing activities in all projects. Such activities include, but are not limited to, journaling, researching, recording data and observations, reading subject-based material surrounding their projects' themes, creating posters/presentations, and completing worksheets. Projects are completed in an array of subject areas such as STEM, for example. Our PBL teachers serve as facilitators and learning guides to our students during sessions to ensure quality output and to assist in the improvement of literacy skills. This PBL

method is in line with the Florida Standards, as the FLDOE also supports integrating literacy education in other subject areas. Per FLDOE, “Literacy standards are an integral part of all course descriptions, K-12. They are intended to enhance content area instruction by deepening student learning, thinking and ability to communicate effectively.”^{xx} Our PBL sessions incorporate the Florida Standards, demonstrate the support and enhancement of the regular school day, and can address our students’ different learning styles and individual needs. Youth are given opportunities to engage in reading, science, writing/journaling, and mathematics, integrated into the STEM projects that are introduced.

Elementary school students explore PBL through the use of research and STEM activities throughout the Program. Students design and create models of environment settings, demonstrate several natural disasters, and observe how they affect the model design. *Environmental Extreme* disasters provides opportunities for youth to conceptualize and internalize science and engineering concepts. All STEM activities facilitate collaboration among members.

Rally Up for Reading activities incorporate non-fiction and historical fiction accounts of natural disasters and how these disasters affected the environment, and human and animal life. The students work in partnerships to reconstruct settings from the text and re-enact and internalize the accounts from each book. “There are important connections between cooperative learning and multiple intelligences. On a broad, philosophical level, multiple intelligences and cooperative learning share the goals of helping students succeed in school and beyond.”^{xxi}

Frequency: Daily, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5

Science Superstars Activities are hands-on, STEM focused with an emphasis on science. Students are encouraged to direct the projects with flexibility, and use critical thinking skills and collaboration. The goal is to provide opportunities for students to exercise problem solving skills while skill building in content areas. Earlier grades focus on more directed activities that implement ideas of how to improve aspects of disaster relief. Older members concentrate on

ideas to prevent/minimize damage and how to accelerate relief to community that has experienced a disaster. Frequency: Daily, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5

Math MVPs (Most Valuable Players)- During PBL programming students are engaged in creating bar graphs, pictographs, and line plots to record data. Students learn how to graph, and about applying graph types to suite the necessary data. Developing problem solving skills is integral to members as they determine solutions to genuine environmental hardship. The goal is to provide a chance for students to explore problem-solving skills while skill-building in content areas. BGCCC designs the hands-on STEM sessions tailored to our students, and aligned with the Next Generation Sunshine State Standards for Science and the Mathematics Florida Standards (MAFS). CPALMS, whose partners include FLDOE, U.S. DOE, and the National Science Foundation, also serves as an excellent resource for our curriculum development and supplemental lesson tools. Frequency: Daily, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5

Writing Wrap Up- Members team up to record observations as scenarios are created. PBL is employed to improve literacy skills because it addresses different learning styles and incorporates multiple intelligences. According to the George Lucas Educational Foundation's (2007) input on project-based learning, "When children are interested in what they are doing and are able to use their areas of strength, they achieve at a higher level."^{xxii} Thus, reading and writing activities like journaling, researching, recording data and observations, reading subject-based material surrounding their projects' themes, and creating posters/presentations are incorporated. Frequency: Daily, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5

Other Enrichment Activities: We will use the "Body" component of BGCCC's *Triple Play (Mind-Body-Soul)* curriculum which 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. All gym staff members have backgrounds in recreation, fitness education and/or coaching youth sports leagues and provide Physical Education/Recreation activities/class twice a week. The Athletic Director and

the 21st CCLC Coordinator will work together to generate lesson plans supporting fitness according to grade level. Frequency: Twice Weekly, 60 Minutes. Ratio: 1:10. Grade Levels: K-5

Fine Arts programming is offered at least once a week for one hour with a student-to-teacher ratio of 20:1. In Arts programs, students explore techniques in drawing, painting and design and create backdrops, sets, & costumes. Frequency: Twice Weekly, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5

The Cal Ripken, Sr. Foundation *Healthy Choices/Healthy Children* program is implemented once a week for one hour over the course of one semester. The Program is meant to be delivered in conjunction with a sport or activity program and engages mentors and coaches with youth while stimulating dialogue. Through this dialogue, youth engage with their peers and learn important life skills through sports and activities. Using an engaging and interactive format, the Program seeks to help youth understand life lessons needed to display a positive, productive, and healthy lifestyle. Frequency: Once Weekly, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5

NetSmartz Workshop, implemented over the course of one semester for one hour per week, is an interactive, educational program of the National Center for Missing & Exploited Children that provides age-appropriate resources to teach children how to be safer on- and offline. The program is designed for children ages 5-17, parents and guardians, educators, and law enforcement. With resources like videos, games, activity cards, and presentations, NetSmartz entertains while it educates. The program's goals are to educate children to recognize potential Internet risks, engage children and adults in a conversation about on- and offline risks, and empower children to help prevent themselves from being exploited and to report victimization to a trusted adult. Once Weekly, 50+ Minutes. Ratio: 1:10. Grade Levels: K-5.

Center Profile: This center will serve 60 students, grades K – 5, from Immokalee Community School and grades K-2 from Pinecrest Elementary School and Village Oaks Elementary School, (grades 3-5 are provided 21st CCLC programming through another agency). Students will receive PBL with a certified teacher for 1 hour daily, Physical Fitness for 1 hour twice a week,

Fine Arts for 1 hour at least once a week, and 1-2 additional enrichment activities each semester as listed above for 1 hour at least once a week.

5.6.d Adult Family Member Program Activities 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 engagement in their child's educational development, we offer 10 educational and fun events throughout the school year that families can enjoy together. The Family Nights recruitment plan includes flyers/emails to parents, listings on the monthly calendar, postings on the Club website, in English, Spanish, & Creole. A Family Night Committee of Youth Development staff generates a calendar of events based on the parent survey results. Staff and community experts will conduct Family Nights. Examples of topics include: Helping Children with Homework, Healthy Cooking, FCAT Prep, and Internet Safety. Resource Fairs that include community agencies and their services are provided in addition to Family Nights. To increase parents' attendance, Family Nights will be held Tuesday - Thursday evenings for 30-45 minutes starting at BGCCC's normal dismissal time. Families will be required to attend a minimum of 2 Family Nights per semester. Participants will evaluate Family Night programming via Parent Surveys.

5.6.e Staffing Plan and Professional Development

Staffing Plan: Recruitment for 21st CCLC staff is generally shared with the schools' principals for currently certified and cleared teachers/staff who may be interested in providing service to our members. Open positions are posted on our website which provides a position summary, skills, experience, and education requirements, and resume submission instructions. All postings include EOE/DFWP/SFWP designation. Our 21st CCLC staff is comprised of high level professionals with degrees in their related fields. Front line staff starts with our full-time 21st CCLC Coordinator who holds a Bachelor's Degree and experience in administering 21st CCLC grants. We will also employ two certified teachers, one to work with students during our PBL lessons and one to assist with Power Hour/Homework. Both of these certified teachers have

degrees in education and many years of experience in Collier Schools and with TY. We also employ a Paraprofessional to act specifically as a Teacher's Assistant. We will employ two counselors to assist where needed throughout the day. The Paraprofessional and counselors will preferably be college students. In addition to this front line staff, our Athletic Director and Fine Arts Coordinator, both with Bachelor's degrees in their related fields, will work with students as described in our Program Plan. Our Family Services and Membership Manager has certifications and experience in her field as well. Additional program support is provided by our Program Director and Unit Director as well as other agency professionals if the need arises.

Professional Development The 21st CCLC Coordinator and Lead Teacher will attend the Annual 21st CCLC Conference in August. Prior to the start of the academic year, the 21st CCLC Coordinator, Lead Teacher, and Unit Director will meet with all staff to go over the objectives, assessment plans, new PBL's and schedules. From then forward, we will host a one-hour professional development training per month on the first Tuesday of the month. 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, mental health awareness, lock down training and active shooter awareness training held by the Sheriff's Department; Cal Ripken Sr., Foundation Healthy Lifestyles training; and Character Development training presented by BGCA. The 21st CCLC Coordinator and certified teacher will attend all related 21st CCLC webinars presented by the FLDOE. The 21st CCLC Director & Coordinator may also attend the Beyond School Hours Conference in March 2018 that provides professional development, hands-on workshops presented by national experts, content standards covering STEM, 21st century skills, leadership, civic engagement, language and literacy and positive youth development. Toward the end of the school year, the 21st CCLC Coordinator will train all staff on the End of the Year Stakeholder Survey which is required of all participating members, parents and school day teachers.

5.6.f Program Center BGCCC's Immokalee Youth Development Center on the Bolch Campus opened in October 2016. The 27,800 sf building has 12 classrooms which include a first grade room, art studio, dance studio, music room, teen center, library and 2 computer rooms, as well as a kitchen, cafeteria and games room. The next phase of construction will include a 10,440 sf gymnasium, 4,400 sf open pavilion and a 4,250 sf swimming pool area. Campus facilities have open "sight lines" so that views into program areas are clear and unobstructed. Emergency exits are well-lit and clearly marked. All facilities comply with ADA and are wheelchair accessible. Ample Parking is available.

5.6.g Safety and Student Transportation

Student Safety All volunteers and employees undergo level 2 criminal background screening according to FL Statute 1012.32. Employees also undergo 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 wear ID cards, and all children check into an automated tracking system at the front desk. Entry through any other door is prohibited. Staff supervise students moving from one program block to another and take classroom attendance during each program block allowing for continuous tracking of each child. Parents picking up their children must provide a photo ID at the front desk every time - no exceptions. All others 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. Before starting new projects, staff assess Safety Procedures & Risk Management to identify/avoid potential hazards. Another safety factor is the daily presence of Sheriff's Office Youth Relations Deputies who act as role models and mentors.

Transportation Members are transported by CCPS buses or A & S Transportation from school to BGCCC. The schools have rosters of Club members and monitor who is getting on the bus.

We are in constant contact with the CCPS head of Transportation regarding late buses and route changes. Safety issues on the bus and licensing drivers are handled by CCPS.

CCPS Transportation: Drivers/Attendants required to have Level II Background screen, valid FL Commercial Driver's License, Class B Passenger and School Bus driver endorsements. Bus fleet maintained by state certified mechanics; annual and 30-day inspections performed in compliance with FL statutes; drivers complete Pre- and Post trip inspections daily.

A&S Transportation: Drivers have level II background screening which is filed with the school district; FL Class B Commercial Driver's License with Passenger and School Bus endorsements; plus maintain Florida School Bus Certification; pass pre-employment and random drug screens, annual DOT physicals, and annual dexterity screenings. Bus fleet maintained by state certified mechanics; annual and 30-day inspections performed in compliance with FL statutes as well as PM inspections. A&S maintains liability insurance as required by local, state, and federal guidelines

5.6.h Dissemination Plan

As mentioned in Section 5.5 a., we have a 21st CCLC website which we will update and keep current with progress toward goals, including 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.

ⁱ U.S. Census Bureau, 2010 US Census,

<https://www.census.gov/quickfacts/table/PST045213/1233250/embed/accessible>

ⁱⁱ Florida Department of Education, Florida Standards Assessment, 2016

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fsa.stml>

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- ⁱⁱⁱ Florida Department of Education, PK-12 Public School Data Publications and Reports, retrieved at <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>
- ^{iv} Collier County Public Schools, <http://www.collierschools.com>
- ^v Ibid
- ^{vi} Florida Adult Literacy Survey, 1992, NATIONAL AND STATE ADULT LITERACY ASSESSMENTS, Level One Literacy Percentages, By County
- ^{vii} Community Health Status Indicators (CHSI) 2015, Centers for Disease Control and Prevention, <https://wwwn.cdc.gov/CommunityHealth/profile/currentprofile/FL/Collier/310044>
- ^{viii} Annie E. Casey Foundation, Kids Count Data Book, 2015, p 32.
- ^{ix} Community Foundation of Collier County, Vital Signs, <http://www.cfcollier.org/wp-content/uploads/2013/05/CFCC-Vital-Signs.pdf>
- ^x Collier County Community Health Assessment, 2016, <http://collier.floridahealth.gov/programs-and-services/community-health-planning-and-statistics/public-health-information/documents/communityhealthassessmentsum.pdf>
- ^{xi} “Substance Abuse Indicator Report” Collier County 2014, Drug Free Collier http://www.drugfreecollier.org/wp-content/uploads/2014/02/Indicator_Report2014..pdf
- ^{xii} Florida Department of Children and Families, 2016 Florida Youth Substance Abuse Survey, <http://www.myflfamilies.com/service-programs/substance-abuse/ysas/2016/county-tables>
- ^{xiii} Florida Department of Children and Families, 2016 Florida Youth Substance Abuse Survey, <http://www.myflfamilies.com/service-programs/substance-abuse/ysas/2016/county-tables>
- ^{xiv} Pemberton, PhD, Donald, et al, Child Well-Being in Collier County, a 2010 Update (Lastinger Center for Learning, University of Florida, 2010) p 15
- ^{xv} Patton, M. Q. (1994). Developmental evaluation. *Evaluation Practice*, 15(3), 311-319.

^{xvi} Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.

^{xvii} Patton, M. Q. (2008). *Utilization-focused evaluation*. Sage publications.

^{xviii} O'Brien, Jean. *See the numbers – 'Giving USA 2016' Infographic*, (2016, June 23). Retrieved online at <https://givingusa.org/see-the-numbers-giving-usa-2016-infographic/>

^{xix} George Lucas Educational Foundation, *Why Is Project-Based Learning Important?* Edutopia, October, 19, 2007, retrieved at <https://www.edutopia.org/project-based-learning-guide-importance>

^{xx} Florida Department of Education, *Literacy for Learning in the Content Areas*, retrieved at <http://www.fldoe.org/academics/standards/subject-areas/literacy>

^{xxi} Kagan, S. *Cooperative Learning and Multiple Intelligences: What are the Connections?* San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Fall 1998

^{xxii} George Lucas Educational Foundation, *Why Is Project-Based Learning Important?* Edutopia, October, 19, 2007, retrieved at <https://www.edutopia.org/project-based-learning-guide-importance>