



2024-25 Scope of Work/Narrative

Florida's 21st Century Community Learning Centers



Agency Name: BGC Collier County

Project Number: 11C-2445C-5PS01

Program Name: Eden-Pine

Section 1: Project Abstract/Summary

The Boys & Girls Club of Collier County (BGCCC) operates a comprehensive program, the BGC-1 21st CCLC, serving students and families at two Title 1 schools: Eden Park Elementary and Pinecrest Elementary. Both sites, Eden Park and Pinecrest Elementary, serve a diverse student population, with 100% participation in the free and reduced lunch program. The program's operational days are Monday through Friday, with Eden Park running from 2:55 PM to 5:25 PM and Pinecrest runs from 3:00 PM to 5:30 PM, providing 161 after-school days, 5 spring enrichment days and 10 summer enrichment days. Both sites serve 120 students after-school and 20 students per site during spring and summer enrichment. These programming dates, times, and student enrollment numbers align with the provided Site Profile Worksheets. Both programs engage students from kindergarten through fifth grade and aims to support academic mastery, foster resilience, provide enrichment opportunities, and involve adult family members in educational and personal development activities. Academic support is provided through tutoring, homework assistance, and intervention programs in core subjects such as Math and Reading. Resiliency learning activities aim to enhance academic achievement and emotional well-being. Enrichment opportunities include arts, music, sports, physical fitness, and STEM subjects throughout the school year and holiday breaks. The program also maintains a safe environment with trained staff and safety protocols. Operating within the students' day schools ensure a safe and accessible environment for families and students alike. By embedding services within the school premises, the program efficiently addresses the diverse needs of every student. The program's components encompass various aspects of student development. Collaboration with school authorities and the employment of certified teachers ensure personalized academic support aligned with classroom learning. Strategies are in place to address attendance issues and ensure student retention through personalized support and proactive communication with families. The program's overarching mission is to empower all young people, particularly those in need, to realize their full potential as productive, caring, and responsible citizens. Daily activities include educational sessions, project-based learning, enrichment activities, and 'brain breaks' involving physical activity. The schedule is flexible and tailored to accommodate student needs and interests. During the summer break, the program continues to provide academic support, enrichment activities, and resiliency learning. Efforts are made to involve parents in their child's educational journey through Family Night Events and access to educational resources and counseling services. Adult family members are

engaged through Family Night Events, educational resources, and connections to community services. Family Night Events are scheduled at both schools, offering observation and participation activities for parents. These sessions, conducted in English, Spanish, and Creole, aim to enhance parental engagement in their child's education. In conclusion, the BGCCC's 21st CCLC program at Eden Park and Pinecrest Elementary schools stands as a beacon of support, providing a comprehensive approach to student development, family engagement, and community empowerment. Through its multifaceted services, the program strives to create a nurturing environment where every student can thrive academically and personally.

Section 2: Applicant’s Experience and Capacity

	Number of Years	Dates of Operation
Expanded Learning Opportunities	10+	09/02/1997 - Present
21st CCLC	4-5	08/31/2020 - Present
Federal Funding	10+	08/17/2010 - Present
Other Types	10+	09/02/1997 - Present

Section 2a. Applicant’s Experience and Capacity

EXPERIENCE MANAGING PUBLIC AND FEDERAL FUNDING

The Boys & Girls Club of Collier County currently receives funding from multiple sources, including local fundraising efforts. In terms of public funding, we receive support from Taco Bell, First Federal Bank, the Naples Children and Education Foundation (NCEF), and the Cal Ripken Foundation. For federal funding, we receive support from the Department of Juvenile Justice, the Department of Children & Families, the Childcare Food Program, Student Aid Index, and the 21st Century Community Learning Programs. For many years, we have been diligently managing these valuable resources to create and enhance opportunities for our students and families, ensuring they receive the best possible support and programs.

EXPERIENCE OPERATING 21ST CCLC PROGRAMMING

Effective as of August 2020, the Boys & Girls Club of Collier County (BGCCC) began overseeing and operating the 21st Century Community Learning Centers (CCLC) grant. Over the last 4 years, BGCCC has successfully implemented 21st CCLC programs at seven sites, two of which are included in this application. Currently, the program extends across all public elementary, middle, and high schools in Immokalee. With BGCCC’s oversight of this program, the community has benefited from free out-of-school time services, which have significantly enhanced students' academic performance and fostered resilience and overall achievement and success.

EXPERIENCE WITH OUT-OF-SCHOOL TIME PROGRAMMING

The Boys & Girls Club of Collier County has been serving the communities of Immokalee and Naples for over 8 years. Our out-of-school time initiatives have provided numerous outlets for youth to thrive. All BGCCC and 21st CCLC programming staff have at least one year of experience working with youth in out-of-school programming. One of our partners, Jamie Scott, Director of Out-of-School Time Programs with the Naples Children & Education Foundation (NCEF), continues to support the 21st CCLC staff by providing access to professional development, program resources, and connections with community partners. Ms. Scott has 15 years of experience in 21st CCLC programs and out-of-school time.

EXPERIENCE USING DATA TO SUPPORT OUT-OF-SCHOOL OF PROGRAMMING

To provide quality out-of-school programming, the 21st CCLC team is constantly analyzing and reporting student data. For example, 21st CCLC staff members submit the following grant required deliverables to ensure increased student outcomes: Quarterly grades, I-Ready Scores, Reading/ Math FAST scores, Suspension Reports, Referral Reports, Attendance Reports, and Monthly Progress Reports. We share this data with students, families, and school-day teachers/staff.

QUALIFICATIONS OF LEADERSHIP TEAM TO SUPPORT 21ST CCLC PROGRAM

Megan McCarthy Beauvais serves as the President and Chief Executive Officer of the Boys & Girls Club of Collier County (BGCCC), providing overarching leadership and strategic direction to the organization. She is supported by a dedicated Board of Directors, including Alise G. Bartley, Sheree Druskin, Greg Faulkner, Flint Lane, Mary Osborn, Emma Osborn, Manuel Pena, Audrey Pengelly, George Phillips, Joe Pignatano, Max Press, Ashley Smith, and Charles Weinrich, who provide guidance and governance. Shani Rodriguez, the Vice President of Program Operations, brings 24 years of experience in youth development and services, overseeing all program operations in both Immokalee and Naples. She directly leads the Immokalee Area Director and plays a crucial role in providing support to programming staff and addressing the needs of families and students. Felicia Soto, the Immokalee Area Director, supervises the 21st CCLC program functions and ensures program success across Immokalee. With a bachelor's degree in child and Youth Studies, Felicia leverages her extensive experience in youth development to provide effective leadership and support. Stephanie Giardinieri, the 21st CCLC Program Director, holds a master's degree in education and has over eight years of experience in student academic achievement. Stephanie oversees grant reporting and program implementation across all seven sites, contributing significantly to the program's success and growth. Site Coordinators report directly to the Program Director and are responsible for program implementation at their respective sites. They contribute to the program's recognized success with their prior 21st CCLC experience. Jamie Scott, the Naples Children & Education Foundation's Director of Out-of-School Time Initiative, supports the 21st CCLC program by providing staff with access to professional development, program resources, and community partner connections. Beth Anderson, the Full Charge Bookkeeper, ensures the financial integrity and efficiency of the organization's operations. With over 25 years of accounting experience, Beth plays a crucial role in managing the organization's finances. Together, this team exemplifies a commitment to the mission of the Boys & Girls Club of Collier County, working collaboratively to enhance the lives of the youth and families they serve.

ORGANIZATIONAL STRUCTURE TO SUPPORT 21ST CCLC PROGRAM

To ensure the successful implementation of the 21st CCLC Program, comprehensive support structures will be put in place. The program will operate within a structured framework. The VP of Program Operations will oversee all aspects of programming to ensure functionality, with all staff actively supporting the programs. The Immokalee Area Director will provide on-the-ground support to the Program Director, ensuring that all deadlines are met, and all necessary resources are available for proper program functioning. The Program Director will supervise the Site Coordinators, ensuring their compliance with program requirements and the accurate tracking and documentation of all program data points. Each Site Coordinator will oversee 18 reporting staff members at their respective sites, consisting of six part-time tutors and up to three certified teachers to effectively administer programming for 21stCCLC students. All 21st CCLC Staff are required to be successfully cleared through Level two background screenings, Department of Children & Families fingerprinting process as well Collier County Public Schools fingerprinting process. In addition to background screenings, all 21st CCLC staff must complete drug screenings. Once 21st CCLC has completed all screenings, 21st CCLC employees participate in annual 21st CCCL program-specific trainings. Training topics include 21st CCLC basics, 13 Boys & Girls Club of America Safety Trainings, First Aid & AED, and Spillet Learning Certifications. These training courses provide a diversity of academic, enrichment, and personal development opportunities, as well as family educational engagement, all which support program outcomes.

Section 3: Evaluation of Community Needs

NEEDS ASSESSMENT PROCESS

Immokalee is comprised of a diverse population as 98% are minorities. 84% are Hispanic/ Latino, 14% Black or African American, and 1% are White. 95% of students within this area are economically disadvantaged therefore making the 21st CCLC program invaluable. According to the School Improvement Plan, during the 2022-2023 academic school year, Eden Park Elementary (EPE) scored at 43 percentiles in ELA whereas district norms were at 64 percentiles. In Math, EPE scored at the 65 percentiles whereas district norms were at 64 percentiles. Based on Pinecrest Elementary (PCR) School Improvement Plan, during the 2022- 2023 academic school year, students scored at 49 percentiles in ELA whereas district norms were at 64 percentiles. In Math, EPE scored at the 67percentiles whereas district norms were at 56 percentiles. To successfully assess our current stakeholders, 21st CCLC staff members provided two different paper-based surveys and 1 electronic community survey. The first survey was delivered to school staff, including principals, assistant principals, school staff, and teachers. The School Staff survey was based on 21st CCLC programming needs and the goal of this survey was to determine if parents and students would continue to be successful if the 21st CCLC program ended. The second survey was delivered to students. This survey was surrounding student satisfaction of our current 21st CCLC programs. The third survey was administered to community members and parents. This survey was shared electronically via social media, 21st CCLC website, and Boys & Girls Club of Collier County website.

COLLABORATION WITH SCHOOLS

The Boys & Girls Club of Collier County has implemented the 21st CCLC program in Immokalee for four years at seven sites, including two sites in this application. Collaboration with our stakeholders is imperative to ensure a successful program for students in Immokalee. One form of collaboration with all 21st CCLC program sites are

Principal meetings. 21st CCLC program staff meet with school administration, three times per year. During our final Principal Meeting each academic year, 21st CCLC staff provides paper-based surveys determining the need for 21st CCLC programming in Immokalee. An additional form of collaboration is with local private schools. The 21st CCLC program staff has offered to include students attending private schools. The closest private school to Immokalee is Rhodora J. Donahue Catholic Academy in a nearby city, Ave Maria. Rhodora J. Donahue Catholic Academy is 8-10 miles away. 21st CCLC Staff has invited them to join our current 21st CCLC programs offered at Eden Park & Pine Crest Elementary schools.

NEEDS ASSESSMENT FINDINGS

Between the Naples and Immokalee communities, most families have limited access to outside resources to pay for enrichment programs or sports. This raises concerns about keeping students safe and engaged outside school hours. In response, we have opened our doors to offer a safe space where students can learn and thrive. In the Survey findings, School Staff a total of 24 School Staff Surveys completed, 100% of School Staff agree that there is a need for after-school programming and 85% agree that there is a need for summer programming. 100% of School Staff in Collier County parents would be unable to afford after-school programming at \$30.00/day or \$4,800.00 per year. Based on the results of Survey 2: Student Survey a total of 308 Student Satisfaction Surveys completed, 87% of students agreed that 21st CCLC Teachers and Youth Development Professionals help with homework in the after-school program. 85% of students agreed that they enjoyed coming to the 21st CCLC Program. 79% of students agreed that they felt safe to share their concerns with 21st CCLC program staff. Based on the results of Survey 3: Community + Parents, a total of 21 Community + Parents Surveys completed, 100% agree that there is a need for after-school programming, Spring programming, and summer programming. 100% agree that there is a need for HW Help, Reading, Math programming. 91% agree that there is a need for access to the Arts and STEM related programs.

IDENTIFIED NEEDS: SCHOOL AND COMMUNITY

In Immokalee, Eden Park and Pinecrest Elementary Schools face challenges stemming from economic disparities and language barriers within their diverse community. Consequently, families often lack access to essential resources and educational support services, which can hinder academic success. By addressing these needs, we can empower students and families, breaking the cycle of poverty and fostering a thriving community where everyone has equal opportunities to succeed.

IDENTIFIED NEEDS: ACADEMIC ACHIEVEMENT

The academic landscape at Eden Park Elementary School and Pinecrest Elementary School in Immokalee presents a pressing need for additional interventions and support services, particularly during out-of-school hours. Despite their dedicated efforts, both schools face significant challenges in achieving desired proficiency rates across reading, mathematics, and science. At Eden Park Elementary, where students are categorized under "ATSI" (Additional Targeted Support and Improvement), only 36% of students demonstrate proficiency in reading, 62% in mathematics, and 54% in science, well below the desired benchmarks. These academic struggles are compounded by economic hardships and societal obstacles, with virtually all students qualifying for free or reduced-price lunch and the vast majority belonging to traditionally defined minority groups. Similarly, Pinecrest Elementary, though not categorized under ESSA, grapples with similar academic disparities, with proficiency rates of 41% in reading, 74% in mathematics, and 54% in science, and comparable challenges in socio-economic

demographics. In response to these pressing needs, we advocate for the inclusion of both schools in the 21st Century Community Learning Centers (21st CCLC) program, recognizing the critical role of out-of-school interventions in bolstering academic achievement and providing equitable opportunities for all students in Immokalee.

GAPS IN ACADEMIC ACHIEVEMENT

When comparing the 2022-2023 academic performance statewide, economically disadvantaged students lagged their non-economically disadvantaged peers by 20 percentage points in achieving a Level 3 or higher in English Language Arts assessments, with districtwide disparities widening to 21 percentage points. A similar pattern was observed in Mathematics assessments, with economically disadvantaged students trailing by 20 percentage points statewide and 13 percentage points districtwide. These findings highlight the urgent need for targeted interventions and support services to address the academic disparities faced by economically disadvantaged students in Immokalee. Implementing programs like the 21st CCLC is crucial not only to provide support for students who need it but has also proven to be effective, with economically disadvantaged students outperforming their peers by over 25 percentage points in mathematics.

IDENTIFIED NEEDS: BEHAVIOR AND SUPPORTS

Behavioral challenges and the lack of necessary support present pressing needs at Pinecrest and Eden Park Elementary Schools. Per 2022-2023 data, 6.6% of Pinecrest students and 11% of Eden Park students had 21 or more absences, significantly impeding their academic progress. These high rates of absenteeism highlight the urgent need for interventions to address underlying issues affecting student attendance and engagement. Furthermore, both schools report 35 major disciplinary incidents, indicating a need for targeted behavioral support and interventions to create a safe and conducive learning environment for all students.

GAPS IN BEHAVIORAL NEEDS

Pinecrest and Eden Park Elementary Schools highlight significant gaps in addressing behavioral needs. Together, they contribute to 11% of major disciplinary incidences districtwide for elementary schools. Additionally, while Pinecrest's absenteeism rate of 7.2% falls just below the district average of 8.3% for students with absences greater than 21, Eden Park's higher rate of 11.0% underscores the urgent need for targeted interventions to address attendance issues and promote student engagement.

IDENTIFIED NEEDS: WORKING FAMILIES AND ADULTS

Scheduling services for parents and adult family members at Pinecrest and Eden Park Elementary Schools highlight the need for accessible and inclusive programming. Evening, in-person sessions cater to families with typical work hours, addressing a common barrier to engagement. To support non-English speaking families, trilingual staff is essential. Immokalee has a need for English, Spanish, and Creole resources to support our diverse population. Recording AFMS sessions ensures that families unable to attend in person can still access valuable information. These measures promote greater participation and foster a more inclusive school community for all families involved.

ALIGNMENT WITH SCHOOL IMPROVEMENT PLAN

After review of Eden Park Elementary (EPE) Schools 22-23 School Improvement Plan (SIP), English Language Arts proficiency across all grade levels indicated the greatest need. One benefit of the 21st CCLC program is that we collaborate with day-school staff (Administration, Teachers, Reading/ Math Coaches, etc.) to ensure the seamless transition between day- and after-school programming. This collaboration allows for overall student academic success. Another section of EPE's SIP references a high priority for improving family engagement. In order help increase family engagement at EPE, 21st CCLC will offer 9 different Adult Family Member Services throughout the 2024-2025 academic school year. By increasing our number of AFMS events, more parents will be on campus and supporting their students academically and emotionally. After review of Pinecrest Elementary (PCR) Schools 22-23 School Improvement Plan (SIP), grades 4-5 showed the largest decrease in both math and reading standardized testing. For example, in Reading grades 4-5 decreased proficiency by 5% and in Math grades 4-5 decreased proficiency by 25%. One benefit of the 21st CCLC program is that the 21st CCLC after-school programming focuses on testing strategies and specific B.E.S.T. Standards. With the usage of Stopwatch, 21st Site Coordinators can determine the lowest proficiency per B.E.S.T. standard for 21st CCLC students. Our various Stakeholder Surveys and Needs Assessment confirmed that there is need for a free academic and enrichment-based afterschool program within the Immokalee area. By fostering a collaborative partnership with day-school staff, we are ensuring academic and emotional success within all 21st CCLC students. By targeting specific B.E.S.T. standards, and testing strategies, we are increasing students' academic proficiency and overall confidence level.

COMMUNITY ASSETS AND GAPS

In the Immokalee community, there is a diverse range of out-of-school time programs available to serve local students, each with its own unique focus and requirements. Many of these programs operate within the same school sites where we are applying for funding. However, this has not had a damaging impact on our ability to maintain 21st CCLC grant compliance, as we have done so for over four years through collaborating with our local programs. One local program is the Guadalupe Program caters to students in grades K through 2, with a primary focus on early learning skills and additional academic support. The Guadalupe program also provides students with a meal and transportation home. A second local program is the Immokalee Readers program that targets students in grades 2 through 5, offering reading support three days a week within the program's timeframe. These programs operate collaboratively to meet the various needs of students across all grade levels. Furthermore, all programs are offered free of charge to families. Within our Boys & Girls Club of Collier County organization, we operate in two distinct ways. Firstly, there are students who pay a monthly fee to participate in the Club program, which provides out-of-school programming for students from kindergarten through 12th grade. This program also includes breakfast, lunch, and snacks for participants. This is held at the physical club(s) in Immokalee and Naples. The second way that it operates is through the 21st CCLC grant, free of charge. The 21st CCLC program is academic and enrichment-based to fill the need for out-of-school time care for financially disadvantaged students.

ADDRESSING THE NEEDS (ACTIVITIES AND SERVICES OVERVIEW)

Based on the Student Needs Assessment, students want more hands-on learning experiences, particularly outside the classroom. While the 21st CCLC program is designed to target students with academic needs, these

needs can also be met through extracurricular activities. The 21st CCLC program offers students the chance to participate in various enrichment activities that they would not have access to otherwise. These activities include art, music, sports/physical fitness, and STEM programs during the school year and special holiday breaks in Spring and Summer. During Spring and Summer camps, students can go on exciting field trips to the Collier County Parks & Recreation Facility to learn about water safety. They are also invited to various field trips, free of charge, and providing students with cultural and engaging opportunities they may not have experienced before.

Section 4: Community Notice/Dissemination of Information

COMMUNITY NOTICE OF INTENT TO APPLY

In May 2024, the Boys & Girls Club of Collier County (BGCCC) announced its intent to apply for funding and outlined the process for reviewing the submitted application. This notice was communicated to focus groups and posted on the BGCCC website and social media pages. Additionally, school principals and teachers have been informed.

PROPOSAL AVAILABLE TO THE COMMUNITY

Following submission, the application will be available for review by contacting the Program Director; if approved, the project will be available on the 21st CCLC website.

DISSEMINATION OF INFORMATION

Information about the BGCCC BGC1 will be disseminated through several diverse, audience-appropriate avenues to ensure the majority of stakeholders and community members are reached. All audiences will have access to the Boys & Girls Club of Collier County website, which dedicates space to the 21st CCLC program. The 21st CCLC portion is regularly monitored, maintained, and updated by the Immokalee Area Director and 21st CCLC Program Director. The 21st CCLC webpage will include recent reports, schedules of enrichment programs, the grant narrative, progress toward goals, and links to student projects and results. Other methods of distribution include 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, and flyers in English, Spanish, and Creole.

21ST CCLC WEBSITE – INFORMATION AND MAINTENANCE

Website: <https://bgccc.com/programs/community-learning-centers/>

The responsibility for maintaining and updating the 21st Century Community Learning Centers (21st CCLC) website will be a collaborative effort involving key team members to ensure accuracy and efficiency. The Vice President of Program Operations will be primarily responsible for directly updating the website. This includes adding new content, modifying existing information, and ensuring the overall functionality of the site. To support these efforts, the Area and Club Directors will play a crucial role in the data management process. They will be responsible for receiving and compiling data from the Program Director. This data encompasses all necessary updates, reports, and relevant information that need to be reflected on the website. Furthermore, the Area and Club Directors will also be responsible for verifying the accuracy and completeness of the information provided. They will ensure that all data listed on the website is current and correct, thus maintaining the

integrity and reliability of the site. By collaborating effectively, these roles will ensure that the 21st CCLC website remains a reliable and up-to-date resource for all stakeholders.

Section 5: Partnerships and Collaboration

PARTNERSHIP PLAN

The partnership plan for partners making tangible contributions to the 21st CCLC (21st Century Community Learning Centers) program in Immokalee and Naples areas is designed to ensure student academic and emotional success while fostering collaborative relationships with community organizations. Here's an outline of the partnership plan:

Identification of Partners: The first step involves identifying potential partners within the Immokalee and Naples areas who can contribute to the program's goals. These partners may include local businesses, nonprofit organizations, educational institutions, government agencies, and community groups.

Needs Assessment and Alignment: Once partners are identified, a needs assessment is conducted to determine areas where their expertise, resources, and services can complement the goals of the 21st CCLC program. This ensures that partnerships are aligned with the program's focus on student academic and emotional success.

Partnership Agreement: Specific formal partnership agreements that 21st CCLC utilizes are Memorandums of Understanding (MOU's). MOUs are established outlining the roles, responsibilities, and expectations of both the 21st CCLC program staff and its partners. This includes commitments to prioritize student safety and uphold quality service delivery standards.

Collaborative Program Development: Partners collaborate with the 21st CCLC program staff to develop and implement activities, programs, and services that address identified needs and enhance student learning and well-being. This may involve curriculum development, activity planning, and resource sharing.

Logistical Coordination: Partnerships require careful coordination of schedules, resources, and staffing to ensure smooth implementation of activities and programs. Regular communication and planning meetings are held to address logistical considerations and overcome any challenges that may arise.

Training and Support: Partners receive training and ongoing support from the 21st CCLC program staff to ensure they are equipped with the necessary knowledge and skills to effectively engage with students and contribute to their success. This may include professional development opportunities and access to program resources.

Monitoring and Evaluation: The partnership plan includes mechanisms for monitoring the effectiveness of partner contributions and evaluating their impact on student outcomes. This may involve collecting data, conducting surveys, and soliciting feedback from students, parents, and staff to assess the quality and relevance of partner services.

By following this partnership plan, the 21st CCLC program in Immokalee and Naples areas can leverage the collective expertise and resources of community partners to enhance student academic and emotional success while prioritizing student safety and quality service delivery.

PARTNERSHIP FOR SNACKS AND MEALS

The CCPS Nutrition Service Department provides meals to students in the BGCCC 21st CCLC program. This meal service is available only to students enrolled in and attending the program at the school site during program hours. In part of their daily activities, students receive a hot meal (dinner) each day. The After Schools Meals Program (AMP) is a sub-component of the Child Care Food Program (CCFP). During Enrichment program days Members are served by the meal service provided by the Boys & Girls Club of Collier County funded by a grant under the Child Care Food Program (CCFP). At our Naples Location, Members are served by the meal service provided by the Boys & Girls Club of Collier County funded by a grant under the Child Care Food Program (CCFP).

PARTNERSHIPS TO SUPPORT THE OUT-OF-SCHOOL PROGRAMMING & PARTNER CONTRIBUTIONS

Roles and contributions of each partner:

Collier County Public Schools: As a key partner, Collier County Public Schools (CCPS) brings institutional support and resources to the 21st CCLC program. They may collaborate on curriculum alignment, data sharing, and professional development opportunities for program staff. CCPS's involvement ensures that the program remains integrated with the broader educational goals and initiatives of the school district.

United Arts Council: The United Arts Council brings a wealth of resources and expertise in arts education and enrichment. They provide access to art supplies, organize workshops or performances, and offer direct services to students interested in the arts. Their involvement can help enhance the creative expression and cultural enrichment aspects of the program.

Wintrust Banking Center: Wintrust Banking Center's partnership focuses on financial literacy education and resources. They may offer workshops on budgeting, saving, and understanding financial concepts tailored to the needs and interests of students and families. Additionally, they might provide staff to assist with financial literacy activities and mentorship opportunities for students interested in finance-related careers.

Counseling for Community Wellness: Counseling for Community Wellness plays a crucial role in supporting students' emotional well-being. They offer counseling services, workshops on mental health topics, and resources for students experiencing challenges. Their partnership can help ensure that students have access to the support they need to thrive academically and emotionally.

Boys & Girls Club of Collier County: The Boys & Girls Club of Collier County (BGCCC) brings expertise in youth development and after-school programming. They provide access to facilities, staff training, and program resources to support the implementation of enrichment activities and academic support services. Their partnership enhances the program's capacity to engage students in meaningful and enriching experiences outside of the traditional school day.

Naples Children & Education Foundation (NCEF): NCEF contributes financial support, expertise in child welfare and education, and access to their network of resources. They also provide professional development activities to 21stCCLC staff based on their experience in supporting children's initiatives. The Immokalee Foundation: Collaborates with BGCCC to provide 21st CCLC student direct reading interventions. All TIF staff are Certified CCPS teachers and have been cleared through BGCC human resources dept as well as have BGCCC staff present during reading interventions.

Cal Ripken Jr. Foundation: This foundation contributes resources related to sports and youth development programs/ activities. This partnership includes implementing sports programs aimed at promoting health, teamwork, and discipline among children.

ProMedica: ProMedica offers donations of programming and materials used during holiday seasons. For example, during Easter they send over candy and an Easter Bunny.

St. Matthews House: St. Matthews House makes monetary donations to provide support to students living within their homeless shelters.

Law Enforcement Against Drugs (LEAD): LEAD collaborates on anti-drug education and prevention initiatives, providing resources for drug awareness program and workshops. They also promote safety and positive community engagement.

Florida Department of Health in Collier County (FDOHCC): The FDOHCC collaborates on tobacco prevention education and prevention initiatives, providing resources for tobacco awareness, peer pressure, and positive coping strategies. They also promote safety and positive community engagement.

Books for Collier: This organization provides in-kind donations of books for students. Their contribution includes supplying reading materials, organizing literacy events or workshops, and supporting initiatives to improve literacy rates and academic achievement among program participants.

Each partner plays a unique role in contributing to the success of the 21st CCLC program by leveraging their respective strengths and resources. Together, they create a comprehensive support network that addresses the academic, emotional, and social needs of students in Immokalee and Naples areas, ultimately fostering their holistic development and success.

PARTNERS TABLE

Submitted a partnership table and it is consistent with what is presented above.

LETTERS AND MEMORANDUM OF UNDERSTANDING

21st CCLC has included countless Memorandums of Understanding (MOUs) between Boys and Girls Club of Collier County and Collier County Public Schools. We have also included MOUs for United Arts Council as well as countless letters of support from all program school sites, target schools, and several local community partners.

MEANINGFUL COLLABORATION WITH SCHOOLS

Boys & Girls Club of Collier County maintains a fruitful collaboration with Collier County Public Schools, providing valuable resources to the 21st CCLC program. A notable resource is the Stopwatch software program, specifically designed for Out-of-School Time partners. This tool enables the Program Director and site coordinators to access essential data points for reporting and continuous program enhancement. Each program site is staffed by day schoolteachers from the respective location, ensuring that students work with familiar teachers who can utilize diverse instructional strategies and materials to support the mastery of State standards. This approach fosters seamless communication and strong alignment between the day and out-of-school time programs. Lead teachers at each site further strengthen this connection by liaising with day schoolteachers regarding homework

completion and individual student needs. Additionally, the Immokalee Out-of-School Time Initiative facilitates after-school programs' collaboration with day schools. Regular meetings between after-school programs and school administration are organized to discuss student needs, successes, areas of concern, staff support, and collaborative planning. This initiative enhances coordination and cooperation between different educational stakeholders, ultimately benefiting student outcomes.

COORDINATION OF PROGRAMS

To effectively coordinate federal, state, and local funds for the proposed after-school program while ensuring the most efficient use of public resources, a comprehensive approach to funding and program coordination is necessary.

Combining Funding Streams: The Boys & Girls Club of Collier County will utilize federal funding sources such as the 21st Century Community Learning Centers (21st CCLC) grant, state funding for education and youth programs, and local resources from community partners and school districts. These funds will be combined strategically to maximize the impact of the program while meeting the specific needs of students in Immokalee and Naples areas.

Coordination with Other Programs: Given that other after-school programs are utilizing the same facilities and targeting similar students, coordination of activities is essential to ensure compliance with participation requirements and avoid duplication of services. The proposed program will coordinate schedules, classroom assignments, and shared areas with programs like the Guadalupe Program and Immokalee Readers. This coordination will involve regular communication, joint planning meetings, and collaboration on program delivery to optimize resources and minimize overlap.

Separation of Concurrent Programs: While programs like the Guadalupe Program and Immokalee Readers operate concurrently with the proposed after-school program, efforts will be made to keep them separate to maintain program integrity and ensure distinct program offerings. Specific classrooms and schedules will be assigned to each program, and clear boundaries will be established to delineate program spaces and activities. This separation will allow each program to focus on its unique objectives and target student populations without interference.

Resource Sharing and Collaboration: The proposed after-school program will collaborate with concurrent programs to share resources, expertise, and best practices. This may include coordinating transportation services and program schedules to complement each other's goals. By working together, these programs can leverage their collective resources more effectively to meet the diverse needs of students and families in the community.

Free of Charge to Families: Importantly, all after-school programs, including the proposed program, will be offered free of charge to families. This ensures equitable access to educational opportunities and reduces financial barriers for participation. By eliminating cost as a barrier, more students can benefit from the programs, maximizing the impact of public resources invested in youth development and academic support.

Overall, by strategically combining federal, state, and local funds, coordinating activities with concurrent programs, maintaining separation where necessary, and prioritizing free access for families, the proposed after-

school program can effectively coordinate public resources and provide high-quality support to students in Immokalee and Naples areas.

Section 5a. Partnerships and Collaboration

Partners Table attachment

Section 5b. Partnerships and Collaboration

Letters or Memorandum of Understanding (MOU)

Section 6: Target Population, Recruitment and Retention

TARGETED STUDENTS

Pinecrest Elementary serves students Prekindergarten- 5th grade and is identified as an Additional Targeted Support and Improvement (ATSI) school. Eden Park Elementary serves students Prekindergarten- 5th grade and is identified by CCPS, the Local Education Agency (LEA), as in need of intervention and support, this site has been included on the LEA Determined Schools list. In the past, BGCCC 21st CCLC programs have maintained an average daily attendance of over 90% and have consistently operated with waiting lists for student enrollment. For the 2024-2025 academic year, BGCCC 21st CCLC aims to continue its success by targeting Eden Park and Pinecrest Elementary.

STUDENT ENROLLMENT PRIORITIES

At each site our enrollment number will be 120 students. This will allow for each site to follow the 1:20 ratio. All K –5th grade students will be eligible regardless of disability, gender, race, or ethnicity. Attendance is expected daily as part of their commitment to our program. Attendance will be monitored to prioritize students on a waitlist or ensure equal opportunity based on a first-come, first-served basis. Priority will be given to students recommended for extra support. Students with special needs are eligible and will receive support as needed within the 21st CCLC budget. 21st CCLC will collaborate with community partners as necessary to best meet the needs of each student.

STUDENTS WITH SPECIAL NEEDS

All K-5th grade students are eligible for enrollment, regardless of disability, gender, race, or ethnicity. Students with special needs will receive the necessary support within the 21st CCLC budget. The Boys & Girls Club of Collier County will collaborate with partners to best meet the needs of each student.

IDENTIFICATION OF ELIGIBLE STUDENTS

Working closely with principals and teachers, recruitment efforts will commence at the end of the previous school year, encouraging families to consider additional support during after-school hours. This proactive approach aims to accommodate at least 17% of each site's student population, spanning Kindergarten through 5th grade, ensuring that a significant portion of students can benefit from the 21st CCLC program's services.

RECRUITMENT STRATEGIES FOR 21ST CCLC ENROLLMENT

Our recruitment strategies will involve a variety of approaches. At the end of the previous school year, during end-of-year meetings, Site Coordinators and the Program Director announced the upcoming program enrollment plan. Parent letters and applications are distributed, followed by phone calls to inform families about the upcoming school year program. In mid-summer, a second round of phone calls are used to remind families that enrollment is still open. During open house events, parents can meet with Site Coordinators, ask questions, and review program requirements. Additionally, at the start of the school year, parents will be informed of family night events which will include orientation components to review all the 21st CCLC program expectations.

ENGAGING ADULT FAMILY MEMBERS

Many parents in our target demographic juggle multiple jobs, leaving them with limited time to engage in educational activities with their children at home. Recognizing this challenge, we aim to enhance parental involvement in their child's educational journey through a series of nine Family Night Events. Our recruitment plan for these events includes distributing flyers to parents, featuring listings on the monthly newsletter, and sharing information on the Club website and social media pages, all available in English, Spanish, and Creole. Each Family Night Event, scheduled for one hour, will provide valuable insights into how parents can actively support their child's academic progress. Additionally, the 21st CCLC Team will use these events to connect parents and families with resources addressing various aspects of their child's educational needs and mental health awareness.

As part of our commitment to holistic support, mental health awareness and counseling services will be provided by Counseling for Community Wellness, ensuring that families have access to vital resources for addressing mental health concerns. Through these initiatives, we aim to empower parents with the knowledge and tools necessary to actively contribute to their child's educational development and overall well-being.

MAXIMIZING PROGRAM ATTENDANCE AND ENGAGEMENT

To ensure consistent attendance and active engagement in the 21st CCLC program, several key strategies will be implemented. The program will emphasize the importance of regular participation, supported by a formal sign-in and out process to track attendance accurately. Communication with parents and guardians will be prioritized through orientation sessions and regular updates, highlighting the benefits of consistent attendance. Offering a diverse range of engaging activities tailored to student interests will keep students motivated to participate. Specific student activities to increase engagement and attendance include various activities. Each day, students will participate in educational activities and tutoring for 45-60 minutes, project-based reading and writing activities, as well as STEM projects for 45-60 minutes, and Enrichment and Resiliency Learning activities/projects for 45-60 minutes. Enrichment activities and resiliency learning include various clubs such as leadership, United Arts Council activities, and sports. Transition times will include 5-15 minute 'brain breaks' involving physical activity. Daily activity schedules will vary based on project time requirements, student needs, and choices. However, all daily schedules will consistently include these core activities and will include meal/snack time. Student feedback will guide activity planning, fostering a sense of ownership and commitment. Incentive-based strategies, such as certificates and rewards for high attendance, will motivate students to maintain their involvement. The program will work with school staff to address barriers to attendance, such as transportation issues, by developing personalized support plans. Parental involvement will be encouraged through regular

Family Night Events and informational sessions, ensuring parents are engaged in their child’s progress. Building strong relationships with students and creating a welcoming atmosphere will help foster a sense of belonging and community. These strategies—emphasizing communication, diverse programming, incentives, support plans, and parental involvement—will ensure students consistently attend and engage in the 21st CCLC program, maximizing their potential and success.

Section 7: Times and Frequency of Service Provision

See attached Site Profile Worksheet.

Section 8: Local Level Evaluation

EVALUATION PLAN

The 21st CCLC subrecipient will fully cooperate with all monitoring, auditing, evaluation, and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). Specific evaluation documents we will rely on include stakeholder surveys, Summative Evaluation Reports, 21 APR outcomes, student GPA data, student quarterly grades, student attendance data, student test scores, and feedback obtained during Advisory Board meetings.

DATA COLLECTION PLAN

The Boys and Girls Club of Collier County has maintained multiple 21st CCLC grants for 4 years. During this time, our highly trained and skilled 21st CCLC Program Director and Site Coordinators have ensured all data collection and reporting has occurred for all seven school sites, including 5 sites outside of this application. We have access to a CCPS data-sharing program StopWatch. StopWatch allows us to pull the following student data: Reading/English Language Arts State Assessment scores, Mathematics State Assessment scores, Student grade point averages, student school day attendance rates, in-school suspension rates, and referral rates. Teacher-reported engagement data is collected directly from EZReports. This program allows the 21st CCLC Site Coordinators to assign students directly to their day-school teachers and submit surveys directly to the assigned teachers. At the early onset of the 4th quarter Teacher surveys are sent directly to student’s teachers. By fostering collaboration with school administration, 100% survey response is achieved at all sites.

EVALUATION ACTIVITIES AND TIMELINE

The activities and proposed timeline for the local-level program evaluation process? The progress of students in reading, language arts, and mathematics will be measured using state assessments. A StopWatch report, which includes data from both the previous and current school years, will be generated after all Progress Monitoring Testing has been completed. Improvement in students' grade point averages will be tracked through a StopWatch report generated at the end of the academic school year. Quarterly grades will be uploaded to EZReports for ongoing monitoring. The school day attendance rate will be assessed using a StopWatch report created at the end of the academic school year, which will also be uploaded into EZReports. A decrease in in-school suspensions will be monitored with monthly StopWatch reports, which will be uploaded into EZReports.

Teacher-reported engagement in learning will be evaluated through surveys sent electronically to all linked day-school teachers via EZReports.

DATA SHARING WITH SCHOOL

As data submission is a critical grant requirement and crucial for continuous improvement, 21st CCLC has a data sharing agreement with Collier County Public Schools ensuring access to StopWatch.

COORDINATION OF EVALUATION ACTIVITIES

Coordinating evaluation activities with program staff, students, adult family members, and other stakeholders is essential to ensure meaningful engagement, gather diverse perspectives, and maximize the utility of evaluation data. 21st CCLC Staff will require collaboration. Evaluation activities will involve close collaboration with program staff to ensure their input and feedback throughout the process. 21st CCLC Staff will require planning meetings. Regular planning meetings will be held with 21st CCLCC program staff to discuss evaluation goals, methods, and timelines, and to solicit input on data collection tools (EZ Reports + StopWatch) and strategies. Program staff will receive training on evaluation protocols and data collection procedures to ensure consistent and reliable data collection. 21st CCLC Staff members will assist in data collection efforts, such as administering surveys, conducting interviews, or facilitating focus groups with students and families. 21st CCLC Students will have opportunities to provide input on their experiences with the program, including strengths, challenges, and areas for improvement, through surveys and interviews. In efforts to engage adult family members, 21st CCLC staff will conduct 9 AFMS events and 3 Advisory Board Meetings. During AFMS events and advisory board meetings, families will be informed of evaluation activities/results as well as have opportunities to provide feedback on evaluation findings, share their insights and concerns, and contribute to discussions about program improvements and future directions. Family members will also be invited to participate in surveys or interviews to gather their perspectives on the program's impact on their children, family dynamics, and overall satisfaction with program services.

SHARING RESULTS WITH COMMUNITY

Sharing evaluation results with the community is crucial for transparency, accountability, and continuous improvement. Here's how the evaluation results of the after-school program will be shared:

Advisory Board Meetings: 3 Advisory Board meetings will be held to disseminate evaluation findings. These meetings provide an opportunity for program staff, community partners, parents, students, and other stakeholders to come together, discuss the results, ask questions, and provide feedback. Meetings will be held at convenient times and virtually to maximize attendance and engagement.

Written Reports: Comprehensive written reports summarizing evaluation results will be produced and made available to the community. These reports will be accessible online through the 21st CCLC program website and distributed to site specific schools. Reports will be presented in an accessible format, using clear language and visuals to convey key findings and insights.

Feedback Mechanisms: In addition to sharing evaluation results, the program will solicit feedback from the community on the findings and their implications. Surveys will be used to gather input from stakeholders and ensure that community perspectives are considered in interpreting evaluation data and shaping future program

priorities. By employing a multi-faceted approach to sharing evaluation results with the community, the after-school program can foster transparency, engage stakeholders, and build trust and support for its efforts to promote student success and community well-being. Regular communication and dialogue will be essential for maintaining accountability and continuously improving program effectiveness based on community needs and feedback.

EXPERIENCE USING EVALUATION DATA

The Boys & Girls Club of Collier County has significant experience in collecting, maintaining, analyzing, and reporting accurate program evaluation data, particularly in the context of grant programs. Through our current and past involvement in 21st CCLC grant programs at 7 sites, including the two mentioned in the application, we have developed standardized data collection processes to ensure consistency and reliability across program sites. We have developed procedures of collecting data through various methods, including surveys, assessments, observations, and program records. 21st CCLC staff has also established systems and procedures for maintaining program evaluation data securely and confidentially. We have experience organizing and storing data in a systematic manner, using databases and electronic systems to track student information, attendance records, and program activities. Our experience with managing multiple program sites demonstrates their ability to effectively track and manage data from diverse locations and populations. 21st CCLC staff has a track record of producing accurate and comprehensive reports based on program evaluation data, demonstrating our ability to meet reporting deadlines and comply with grant guidelines. Overall, our extensive experience with 21st CCLC grant programs at multiple sites indicates their proficiency in collecting, maintaining, analyzing, and reporting accurate program evaluation data. This experience positions them well to effectively evaluate and improve the proposed program, leveraging data-driven insights to enhance program quality and outcomes for participants.

USING EVALUATION TO IMPROVE PROGRAM QUALITY

The 21st CCLC applicant has significant experience in using evaluation data to improve program plans and enhance program quality. Over the last 4 years, the Boys & Girls Club of Collier County has successfully provided 21st CCLC programs at seven sites, including the two in this application.

Data Analysis Skills: Boys & Girls Club of Collier County demonstrates proficiency in collecting, analyzing, and interpreting evaluation data. We have experience utilizing various quantitative and qualitative methods to assess program effectiveness, identify areas for improvement, and measure outcomes. This includes conducting surveys, focus groups, interviews, and observations to gather relevant data and insights.

Program Assessment and Monitoring: The Boys & Girls Club of Collier County has a track record of systematically evaluating program activities and outcomes to inform decision-making and program planning. We have experience developing and implementing evaluation frameworks, logic models, and performance metrics to assess program performance and progress toward goals. This includes monitoring key performance indicators, tracking participant outcomes, and measuring program impact over time.

Continuous Improvement Initiatives: The Boys & Girls Club of Collier County has actively engaged in continuous improvement initiatives based on evaluation findings. We have experience using evaluation data to identify strengths and weaknesses in program implementation, make data-informed decisions, and implement targeted

interventions to address areas for improvement. This may involve refining program strategies, adjusting activities, reallocating resources, or modifying program structures to enhance effectiveness and efficiency.

Stakeholder Engagement: The Boys & Girls Club of Collier County recognizes the importance of engaging stakeholders in the evaluation process. We have experience soliciting feedback from program participants, staff, partners, and community members to gather diverse perspectives and insights. This includes involving stakeholders in data collection, analysis, interpretation, and decision-making to ensure that evaluation findings are relevant, meaningful, and actionable.

Communication and Reporting: The Boys & Girls Club of Collier County effectively communicates evaluation findings and recommendations to stakeholders in a clear, concise, and compelling manner. We have experience preparing and sharing reports that convey evaluation results, insights, and implications for program improvement.

Overall, the applicant's extensive experience in using evaluation data to improve program plans demonstrates their commitment to program quality and effectiveness. The Boys & Girls Club of Collier County has the skills, knowledge, and expertise to leverage evaluation findings to drive continuous improvement and enhance outcomes for program participants and the broader community.

Section 9: Authorized Program Activities

ACTIVITY PLAN (STUDENTS)

Boys & Girls Club of Collier County 21st CCLC is dedicated to supporting underachieving students in kindergarten through 5th grade by addressing their unmet academic and personal development needs. Using academic performance and attendance data, the program identifies areas where each student requires additional support.

The primary academic goals of 21st CCLC are to increase proficiency in Reading, Math, and Science. To achieve these goals, the program employs certified teachers who work with students in small groups, maintaining a 1:10 teacher-to-student ratio. This ensures that each student receives personalized attention and instruction tailored to their specific needs. In addition to this, enrichment activities are provided by highly qualified paraprofessionals and college students, with a 1:20 staff-to-student ratio. These activities are designed to complement academic instruction and foster overall development.

Homework help is an integral part of the BGCCC 1 program, led by the dedicated 21st CCLC staff. Certified teachers offer guidance during these sessions, reinforcing the subject areas covered during the school day. The effectiveness of homework help is closely monitored through school grades and feedback from daytime teachers, ensuring that the additional support provided translates into tangible academic improvements.

To create a comprehensive and effective learning experience, academic lessons in reading comprehension, writing, Math, and Science are developed in collaboration with daytime schoolteachers. The program also incorporates online learning programs to enhance the curriculum, making sure that each student's individual needs are met.

RESEARCH AND EVIDENCE-BASED PRACTICES

Activity Schedule and Narrative for After-School Program

The Eden Park 21st CCLC program operates Monday through Friday from 2:55 PM to 5:25PM whereas the Pinecrest 21st CCLC program operates Monday through Friday from 3:00 PM to 5:30PM. Both programs offer a comprehensive and engaging curriculum designed to support student academic achievement and personal development. The program begins with a meal and attendance period, followed by structured activities that align with the objectives of ESEA Section 4205(a) and (b).

Activity Plan (Students)

Meets Needs: Each activity is tailored to address the academic, social, and emotional needs of our students. By providing a balanced mix of academic support, creative expression, physical activity, and character development, we ensure a holistic approach to student growth.

Frequency and Duration

Homework Help – Daily, 30 Minutes each session

Project Learn - Language Arts: 2 times per week, 30 Minutes each session.

Project Learn - Math: 2 times per week, 30 Minutes each session.

Project Learn - Science: 1 time per week, 30 Minutes each session.

Amazing Artists: 1 time per week, 30 Minutes each session. Character Counts PBL Enrichment: 2 times per week, 30 Minutes each session.

MVP Sports, Fitness & Recreation: 3 times per week, 30 Minutes each session.

Measures of Effectiveness

Effectiveness will be evaluated using a mix of qualitative and quantitative measures:

1. Academic Performance: Monitoring grades and test scores to track improvement.
2. Student Feedback: Regular surveys to gather students' insights and satisfaction.
3. Attendance Records: Tracking attendance to ensure consistent participation.
4. Behavioral Observations: Noting improvements in behavior and social interactions.

Alignment to ESEA Section 4205(a) Authorized Activities

Our program activities are carefully aligned with ESEA Section 4205(a) authorized activities:

1. Academic Enrichment: Project Learn sessions in Language Arts, Math, and Science.

2. Youth Development: Character Counts PBL Enrichment.
3. Arts and Music: Amazing Artists activities.
4. Health and Wellness: MVP Sports, Fitness & Recreation.

Measures of Effectiveness Described in ESEA Section 4205(b)

Our program addresses the measures of effectiveness as outlined in ESEA Section 4205(b) by:

1. Increasing Academic Achievement: Through targeted academic support in core subjects.
2. Improving Student Behavior: Character Counts PBL Enrichment promotes positive behavior and ethical decision-making.
3. Providing Safe and Healthy Environments: MVP Sports, Fitness & Recreation activities ensure students are physically active in a safe environment.

Expected Improvement in Student Academic Achievement and Overall Success

By participating in our program, students are expected to see significant improvements in both academic achievement and overall success:

1. Academic Performance: Enhanced through consistent, targeted academic support and enrichment activities.
2. Social Skills: Improved through teamwork, leadership activities, and structured reflection sessions.
3. Physical Health: Promoted through regular physical activities that encourage a healthy lifestyle.
4. Emotional Well-being: Supported through a structured environment that fosters a sense of community and belonging.

Academic Enrichment Learning Activities: This is organized by grade levels.

Selection of Activities: Our program is committed to using research and evidence-based practices to select educational and related activities that enhance academic performance, achievement, and preparation for postsecondary education and the workforce. At the elementary level, we prioritize identifying and addressing the specific needs of our students to support their academic growth effectively. To achieve this, we conduct a thorough review of current educational research to select activities that have been proven to improve academic outcomes. This includes consulting studies from reputable educational journals and institutions. We track student progress through yearly data analysis, including statewide testing results, to ensure our activities align with evidence-based standards.

We employ certified teachers who are trained to implement grade-level standards and cross-curricular integration from day school to after-school programs. This ensures consistency and reinforcement of learning. Given the language barriers prevalent in our community, we design effective programming tailored to students needing additional support in reading, writing, math, and science. These programs are chosen based on their demonstrated success in similar contexts.

Each unit of our program includes pre- and post-assessments to monitor student progress and evaluate the effectiveness of the activities. These assessments are designed to measure proficiency and the specific impact of each unit, as outlined in project rubrics. By systematically evaluating the efficacy of our activities, we ensure that we are meeting diverse learning needs and continuously improving our approach based on evidence-based practices.

Demonstration of Best Practices: To support academic performance, achievement, postsecondary and workforce preparation, and positive youth development, our program integrates several best practices and research-based approaches.

Firstly, we utilize robust educational resources such as Moby Max, Edmentum, and iReady. These platforms provide comprehensive tools for tracking student progress and academic performance. They offer data-driven insights that help tailor our educational activities to meet the specific needs of each student. The adaptive learning technologies used in these platforms are based on extensive educational research, ensuring that our instructional methods are both effective and evidence based.

Although our program serves elementary-level students, we recognize the importance of early exposure to postsecondary and workforce preparation. We incorporate activities that ignite students' interests in various career paths, particularly through components that involve STEM education. These activities are selected based on their proven ability to enhance critical thinking, problem-solving, and collaborative skills, which are essential for future academic and career success.

To further enrich our students' learning experiences, we organize outside field trips that provide real-world connections to classroom learning. These trips are designed to broaden students' horizons and spark interest in various fields, from science and technology to arts and humanities. By exposing students to a range of career possibilities early on, we help them envision their future paths and understand the relevance of their current studies.

Our approach to positive youth development is embedded in all our activities. We create a supportive and engaging environment that fosters resiliency, leadership skills, and community involvement. By integrating evidence-based practices such as cooperative learning and project-based learning, we ensure that our program not only enhances academic outcomes.

ADULT FAMILY MEMBER EDUCATION ACTIVITIES

The 21st Century Community Learning Centers (21st CCLC) program is dedicated to engaging adult family members in their children's education through a series of comprehensive educational activities. These activities are designed to provide families with the tools necessary to support their students' academic success and overall well-being.

At Eden Park Elementary School and Pinecrest Elementary School, Family Nights are scheduled from 6:00 PM to 7:00 PM throughout the year, ensuring that working families can participate. The program includes at least nine meaningful educational activities, exceeding the required minimum to ensure robust family involvement.

The program begins on September 11, 2024, with a 21st CCLC Program Orientation. This session provides an overview of the program's requirements and activities, setting the stage for active family engagement.

On October 9, 2024, "Supporting Your Child's Learning: A Parent's Guide to Canvas" will offer parents practical guidance on using the Canvas learning management system, helping them monitor and support their child's academic progress effectively.

The November session, "Mental Health: Caring for the Whole Child," focuses on mental health, providing parents with resources and strategies to support their children's emotional and psychological well-being.

In December, "Digital Safety" educates parents on protecting their children in the digital world, highlighting safe internet practices and ways to monitor online activities.

January's session, "Supporting Reading at Home," teaches parents effective techniques to foster a love of reading and improve literacy skills at home.

In February, "Drug & Opioid Awareness" addresses substance abuse, offering parents information on prevention and intervention strategies.

As the academic year progresses, March's session, "Ready, Set, School: Preparing for the Next Academic Year," helps families plan and prepare for the upcoming school year, ensuring a smooth transition and continued academic success.

In April, "Beat the Summer Slide: Tips for Keeping Your Child's Mind Active" provides parents with strategies to keep their children intellectually engaged during the summer months, preventing learning loss.

Finally, in May, "Family Wellness Boost: Engaging Activities for Mental Health Awareness Month" promotes activities that enhance family well-being and mental health awareness.

This schedule of nine Family Night sessions ensures that families receive comprehensive support and resources throughout the year. These sessions help adult family members become active participants in their children's education, fostering a strong support system for academic and personal growth. By offering a variety of educational and mental health resources, the 21st CCLC program empowers families to play a crucial role in their children's success.

Section 9a: Authorized Program Activities

BGC1 Sample Afterschool Schedule

BGC1 Sample Spring Summer Schedule

BGC1 Sample Adult Schedule

Section 10: Staffing, Volunteers and Professional Learning

STUDENT-TO-STAFF RATIO

Student Ratios: 1:20 for Personal Enrichment and 1:10 for academic instruction

STAFFING POSITIONS

To ensure the implementation of a 21st CCLC program with fidelity and effectiveness, it's important to design a staffing structure that not only meets required ratios but also provides comprehensive support and enrichment opportunities for participants. Each site will have 3 teachers, 6 youth development professionals (Tutors), and a full-time site coordinator to ensure instructor ratio for academic lessons 10:1, and personal enrichment activities ratio 20:1.

The 21st CCLC Program Director oversees all aspects of the 21st CCLC program, including planning, implementation, evaluation, and compliance with grant requirements. Develops 21st CCLC program goals, objectives, and strategies in alignment with participants' needs and the grant's goals. Manages program budget, resources, and partnerships to ensure the effective delivery of services. Provides leadership, supervision, and support to program staff, volunteers, and partners.

Each 21st CCLC program site will have a full-time site coordinator who reports directly to the Program Director. The site coordinator's responsibilities will focus on daily program operations, including enrollment, attendance, data collection, staff management, scheduling, and service delivery. The site coordinator coordinates program activities, schedules, and logistics to ensure smooth implementation and adherence to program goals. Supervises program staff and volunteers, providing guidance, training, and support as needed. Communicates regularly with families, school personnel, and community partners to promote program engagement and collaboration. Site coordinators have experience with 21st CCLC programs; if new site coordinators are needed during the grant cycle, each will have at least a four-year degree and experience working with students in an out-of-school-time environment.

Certified Teachers will develop and implement academic enrichment activities aligned with curriculum standards and participant needs. Designs instructional plans, materials, and assessments to support student learning and academic achievement. Monitors student progress, collects data, and adjusts programming as needed to address academic goals and outcomes.

Highly qualified Youth Development Professionals and university/college students (from Immokalee, serving as excellent role models) will complete each 21st CCCLC site programming staff.

All 21st CCLC staff and subcontractors, including bus drivers and cafeteria, will meet the requirements of the licensing agency, including Level II (national criminal checks) background checks and drug screenings. All 21stCCLC positions are advertised as appropriate, and resumes are reviewed against written job descriptions. Applicants who meet the criteria are interviewed by a three-member panel, which asks a set of standard questions. Second and third interviews follow, including on-site program visits and reference checks. The 21st CCLC Program Director makes a tentative job offer to the top candidate, pending the results of level 1 background checks, level 2background checks, CCPS background checks, and drug screenings. Upon hire, all 21st CCLC employees participate in annual 21st CCLC program-specific trainings. Training topics include 21st CCLC

basics, 13 Boys & Girls Club of America Safety Trainings, First Aid & AED, and Spillett Learning Certifications. These training courses provide a diversity of academic, enrichment, and personal development opportunities, as well as family educational engagement, all which support program outcomes.

VOLUNTEERS

The Boys & Girls Club welcomes community members interested in volunteering. To begin, individuals should submit a BGCCC Volunteer application to Human Resources. Upon receipt of the application, a Level 1 background screening will be initiated. Volunteers applying to support 21st CCLC programs will also undergo a Level 2 screening. Once clearance is obtained, the volunteer will complete a 45-minute safety training video and an in-person orientation.

To ensure the safety and well-being of students, a BGCCC employee will always be present to provide oversight and support for volunteers. Although volunteers do not provide direct services to students, they play an essential role in supporting the programs and contributing to a positive environment. The Boys & Girls Club looks forward to collaborating with volunteers to create a safe and enriching experience for everyone involved.

PROFESSIONAL LEARNING AND TRAINING PLAN

Professional development is crucial for enhancing the effectiveness and continual growth of the program. Annually, a minimum of three key staff members will participate in the Florida Department of Education Fall Technical Assistance Conference and one National Conference, Beyond School Hours in October. 21st CCLC staff will also participate in Kagen Classroom summer training sessions.

New hire orientation will encompass essential topics such as 21st CCLC basics, classroom management strategies, safety procedures, transportation procedures, and emergency procedures. In the event of suspected child abuse or neglect, every staff member or volunteer is mandated to report immediately to Club leadership. Our leadership team then promptly reports the incident to the appropriate authorities in accordance with statewide mandated reporting laws and notifies Boys & Girls Clubs of America (BGCA) within 24 hours via the critical incident system.

Moreover, all staff members and volunteers with direct, repetitive contact with young people undergo required training in child abuse prevention, mandated reporting, and grooming prevention. This training, approved by BGCA, is conducted before providing services to young people and annually thereafter, ensuring that our team remains vigilant and equipped to protect the children in our care. These sessions will be facilitated by certified teachers and Site Coordinators.

Furthermore, Out-of-School Time Initiatives (OSTI) will provide additional training and resources specifically focused on academics and mental health awareness. OSTI is also partnering with the University of Florida, to pilot a new PD program, the Math Matrix. These sessions will be led by experts from the UF Lastinger Center for Learning.

Section 10a: Staffing, Volunteers, and Professional Learning

BGC1 Job Descriptions

Section 10b: Staffing, Volunteers, and Professional Learning

BGC1 12 Professional Learning Training Schedule

Section 11: Facilities

BGC1 DCF Exemption Letter BGCCC 23-24

Section 11a: Facilities

FACILITY DETAILS

At Eden Park Elementary and Pinecrest Elementary the facilities are utilized based on leasing agreements with Collier County Public Schools (CCPS). Classrooms, cafeterias, computer labs, and libraries provide essential spaces for program activities. While the availability of program spaces is limited due to leasing agreements, these areas serve as central hubs for educational and enrichment programs.

During Spring and Summer Programming, Immokalee students from both Eden Park Elementary and Pinecrest Elementary have the ability to participate in 21st CCLC operated from the Boys & Girls Club Collier County (BGCCC) - Susan B. Bolch location. At BGCCC- Bolch in Immokalee, 21st CCLC has access to designated classrooms, technology centers, dance room, music room, art room, library, and computer labs. These specific spaces offer diverse opportunities for learning and engagement. They are also equipped to support various activities, from academic support to physical fitness programs and creative arts.

Outdoor areas provide opportunities for recreational activities and outdoor play. At Eden Park Elementary and Pinecrest Elementary, outdoor playgrounds, courtyards, and a pavilion offer spaces for members to enjoy the outdoors and engage in physical activities. At BGCCC- Bolch, recreational fields (soccer, football, and baseball) provide ample space for team sports and games. The outdoor pavilion serves as a communal gathering space, particularly during camp days, where members can enjoy meals together in an open-air environment.

The amenities at each site enhance the overall experience for members. The cafeterias at Eden Park Elementary and Pinecrest Elementary serve as a multipurpose space for Adult Family Member Services (AFMS) events and meal service times. Classrooms are utilized for various educational programs and activities. At BGCCC- Bolch, the outdoor fields cater to physical activities and sports, while the dance and music rooms foster creativity and expression. Libraries and computer labs at both sites support academic learning.

LOCATION OF FACILITIES

Site # 1, Eden Park Elementary is situated at 3650 Westclox Street. Immokalee, FL 34142. Site # 2, Pinecrest Elementary is situated at 313 S 9th St, Immokalee, FL 34142. With student enrollment primarily based on residential school zones, many families residing in the Immokalee area requires low-income housing, making proximity to the school essential. Due to the proximity of housing developments, most students require bus transportation after 21st CCLC programming. By hosting the 21st CCLC program directly at the school, it extends the day for families, allowing parents/guardians to complete their workday, while their child obtains academic and personal enrichment services.

The Boys & Girls Club Collier County (BGCCC) - Susan B. Bolch facility is located at 1155 Roberts Ave W, Immokalee, FL 34142. This facility occupies a central position relative to our Target schools for Spring & Summer Camp. It is closest to Pinecrest Elementary, approximately 0.5 miles away whereas Eden Park Elementary, approximately 2.5 miles away.

ACCESS TO FACILITIES

Students and their adult family members at each site can access Pinecrest Elementary, Eden Park Elementary, and BGCCC Bolch Club through the following modes of transportation: personal vehicles, public transportation, and CCPS transportation. The proximity to major roads and the availability of parking makes it a convenient location. Families should plan their routes according to their preferred mode of transportation and consider the safety and accessibility features of the facility and surrounding area.

LICENSURE STATUS WITH DEPARTMENT OF CHILDREN AND FAMILIES

The BGCCC 21st CCLC program has completed the Department of Children and Families licensure for each program site and thus has been deemed exempt from DCF licensure.

Section 12: Safety and Student Transportation

STUDENT SAFETY PLAN

Ensuring the safety and well-being of our students is our top priority at the Boys & Girls Club of Collier County. Our commitment to keeping children safe is unwavering, and we have implemented a series of rigorous safety policies and procedures to achieve this goal. First and foremost, comprehensive Level 1 DCF background screenings, Level 2 background screenings, CCPS background screenings, and drug screenings are conducted for all 21stCCLC staff to ensure that employees working with CCPS students meet our high standards of safety and integrity. Another aspect of our student safety plan includes ongoing education and professional development training. These various professional development training (PD) courses are provided to ensure 21st CCLC are equipped with the knowledge and skills necessary to maintain a safe environment. One aspect of the PD's is the Boys & Girls Club of America (BGCA) Spilletts Trainings on student safety. To assess and improve safety measures, 13 different safety certifications are required of all BGCCC staff to ensure safety policies and standards are always upheld. Our board-led safety committees remain actively engaged in monitoring and enhancing safety protocols, ensuring that we stay at the forefront of best practices in child safety. All Club activities and program spaces are continuously supervised by an appropriate adult staff member aged 18 or over, ensuring children are always in the presence of responsible supervision.

Staff and volunteers must adhere to policies prohibiting private one-on-one interactions and follow all disciplinary procedures set forth by the organization. Supervision ratios are always maintained, with at least one adult staff member present for every 20 members during regular activities, 1-10 during field trips, and 1-8 during water trips. All staff and volunteers receive training in appropriate supervision tactics and behavior patterns to ensure the safety and well-being of all members. Youth staff and volunteers are supervised by adult staff members aged 18 or over.

Any incidents regarding supervision, accidents, or critical incidents are promptly reported to Club leadership or submitted in written reports. The use of electronic devices, such as cell phones or PDAs, is prohibited for staff and volunteers while supervising members unless for Club purposes as defined in the Acceptable Technology Use Policy. Throughout the program, students will be supervised by BGCCC 21st CCLC staff. They will be grouped with a Youth Development Professional or certified teacher upon sign-in. During transitions between locations, a 21stCCLC staff member will accompany the group to ensure all students are accounted for. If students need to leave the classroom, BGCCC staff will accompany them or provide a hall pass, following the rule of 3 by sending three additional members with the student. At the Boys & Girls Club of Collier County, our commitment to safety is a priority we uphold every day to create a secure and nurturing environment where every child can thrive.

STUDENT TRANSPORTATION

For students traveling to and from the program site, safety is a top priority. Following CCPS Transportation requirements, all Bus Drivers will be cleared by CCPS procedures. The teachers working for the 21st CCLC program, including bus drivers, will be Collier County Public Schools employees.

STUDENT RECEPTION AND RELEASE

The BGCCC program has access to school public address systems. BGCCC staff members use walkie-talkies, school telephones, and school-wide intercoms to communicate. During 21st CCLC programming, students are signed in and out using their unique student identification numbers. At the end of each school day, day schoolteachers escort students to the cafeteria to be placed under the supervision of BGC staff for the 21st CCLC after-school program.

Students will be supervised by BGCCC 21st CCLC staff throughout the program. Upon signing in, students will proceed to their assigned groups led by a Youth Development Professional or certified teacher. When transitioning between locations, such as from the cafeteria to the classroom, a BGC staff member will accompany the entire group, ensuring all students are present using the regularly updated attendance roster. If students need to leave the classroom, BGCCC staff will accompany them and/or provide a hall pass.

BGCCC staff will take their groups' attendance at various points during the program. At the program's conclusion, all students will exit from a central dismissal point. Attendance records will indicate when a student was checked out. Custodial parents and/or guardians must provide a list of approved persons for student release. When students are picked up, they will need to identify the authorized person, whose name and identification will be cross-checked against the approved list. Parents/guardians must sign out any student leaving the program early. For students riding Collier County Public Schools buses, they will be escorted, supervised, and accounted for during boarding and throughout the bus journey.

SPECIAL EVENT SAFETY PROCESSES

In the event of a field trip for 21st CCLC students, permission slips must be obtained for each student, signed by their parent or guardian. Site coordinators will maintain a master list containing all emergency contact information, as well as any relevant allergy and medical details. During field trips, BGC staff will maintain a student-to-staff ratio of 8:1.

BGCCC 21st CCLC Program Safety Policy includes adherence to the CCPS Emergency Plan and school procedures for the after-school program. This plan outlines steps such as when to call 911, notify parents and family, and file incident reports. Lockdown drills are conducted monthly, and fire drills are conducted quarterly, following this plan. A copy of the Emergency Plan is accessible in a red binder in each classroom and at the front office of each site. All staff receive annual training in emergency and safety procedures.

Section 13: Project Budget

See attached budget.

BGC1 DOE101S

BGC1 EPE Funding Request Guide

BGC1 PCR Funding Request Guide

Section 14: Sustainability

SUSTAINABILITY PLAN AND STRATEGIES

The preliminary plan for developing continued support after the funding ends involves establishing sustainable practices, fostering community partnerships, and leveraging resources to ensure the longevity and impact of the program includes the following: The program will conduct a thorough assessment of its current resources, including financial, human, and community support, to understand its strengths and areas for improvement. Key stakeholders, such as funders, partners, beneficiaries, and community members, will be identified and engaged in the sustainability planning process. A clear long-term vision for the program will be established, outlining its goals, objectives, and desired outcomes beyond the initial funding period. To reduce reliance on a single funding source, the program will explore opportunities to diversify its funding base, including grants, donations, sponsorships, and earned income streams. Collaborating with other organizations, institutions, and individuals who share similar goals will be prioritized to leverage additional resources, expertise, and support. Engaging with the local community and empowering them to take ownership of the program will be essential for its sustainability. Involving community members in decision-making processes and program activities will foster a sense of ownership and commitment.

SUSTAINABILITY STRATEGIES IN PLACE

After the funding ends, several key strategies are in place to ensure the continued support and sustainability of the program:

Engagement with Collier Community and OSTI Partners: The program will work to collaborate closely with community partners in Collier County to sustain its success. Partners in the OSTI will seek projects that leverage funds from a variety of sources. By fostering strong relationships with local organizations and stakeholders, the program can tap into additional resources and support networks beyond initial funding.

Collaboration with Collier County Public Schools: Collier County Public Schools will play a vital role in securing safety nets for Immokalee students and families in core academic areas. By partnering with the school district,

the program can access additional resources and support services to meet the needs of its target population beyond the initial funding period.

The BGCCC program's Advisory Board will prioritize discussions on sustainability during their meetings. By actively addressing sustainability challenges and opportunities, the board can identify strategies for leveraging partnerships and engaging stakeholders to ensure the program's continued success.

These strategies collectively demonstrate a proactive approach to sustainability, leveraging partnerships, seeking out diverse funding sources, and engaging with stakeholders at the local and national levels to ensure the long-term viability of the program even after initial funding ends.

ADVISORY BOARD:

Proposed Members of our current Advisory Board consists of four 21st CCLC Site Coordinators, two 21st CCLC Program Directors, one Community Partner (United Arts Council), three 21st CCLC Parents, and seven 21st CCLC Teachers.

The 21st CCLC Advisory Board currently meets three times per year. The board will meet once at the beginning of the academic school year to discuss 21st CCLC planning, once in the middle of the school year to address support needs, and at the end of the school year to review the strengths and weaknesses of the academic year.

In developing the BGCCC BGC 1 grant application, four focus groups were convened:

- (1) all Immokalee principals;
- (2) all Immokalee out-of-school-time providers;
- (3) current partners, including school district staff, and;
- (4) the 24-25 steering committee, including students and parents.

Participants will be invited to serve on the Advisory Board so that their contributions to BGCCC 21st CCLC Program continue. For those parents and students unable to attend meetings, zoom options will be offered to ensure stakeholder engagement. Surveys will also be distributed annually to gather feedback and suggestions for improvements in all program areas.