



2024-25 Scope of Work/Narrative

Florida's 21st Century Community Learning Centers



Agency Name: BGC Collier County

Project Number: 11C-2445C-5PS02

Program Name: Nichols – Lake Trafford

Section 1: Project Abstract/Summary

The Boys & Girls Club of Collier County (BGCCC) BGC-2 operates their program at two physical locations, serving students and families from five Title 1 schools: Shadowlawn, Parkside, Calusa Park, Avalon, and Lake Trafford. Both sites 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 Lake Trafford running from 2:55 PM to 5:25 PM and the Nichols Club from 3:00 PM to 5:30 PM, providing 161 After School days, 5 Spring Enrichment days, and 10 Summer Enrichment days. Each site serves 120 students after school and 20 students at Lake Trafford during Spring and Summer Enrichment, and 80 at Nichols 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, offering afterschool, spring break, and summer components 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. Enrichment activities aim to enhance academic achievement and well-being, including 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.

Both operational locations of the program provide a safe and accessible environment for families and students. By embedding services within the school premises and physical club location, the program efficiently addresses the diverse needs of the area. The program's components encompass various aspects of student development. Collaboration with school administrators for the procurement of certified teachers ensures 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, the program continues to provide academic support and enrichment activities. Adult family members are engaged through Family Night Events, educational resources, and connections to community services. Efforts are made to involve parents in their child's educational journey through Family Night Events and access to educational resources and counseling services. Family Night Events are scheduled at both sites, offering information and engagement activities for parents. These sessions, conducted in English, Spanish, and Creole, aim to enhance parental engagement in their child's education.

Ultimately, the BGCCC's 21st CCLC program at Nichols Club and Lake Trafford Elementary 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

EXPERIENCE MANAGING PUBLIC AND FEDERAL FUNDING

The Boys & Girls Club of Collier County currently receives funding from various sources, including local fundraising efforts. In terms of public funding, support comes from Taco Bell, First Federal Bank, the Naples Children and Education Foundation (NCEF), and the Cal Ripken Foundation. Federally, funding is received 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. Over the years, we have diligently managed 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 began overseeing and operating 21st Century Community Learning Centers (CCLC) grant program. Over the last four years, BGCCC has successfully implemented programs at seven sites, one of which is included in this application. Under the oversight of BGCCC's Vice President of Program Operations, Shani Rodriguez, the organization has provided vital support to the 21st CCLC Program, which currently extends across all elementary, middle, and high schools in Immokalee.

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, providing numerous outlets for youth to thrive through our out-of-school time initiatives. All BGCCC staff, including 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 Initiative for 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 brings 15 years of experience in 21st CCLC programs and out-of-school time initiatives, enhancing our ability to serve the youth effectively.

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

To ensure quality out-of-school programming, the 21st CCLC team consistently analyzes and reports student data. Staff members submit various grant-required deliverables, including Quarterly grades, I-Ready Scores, Reading/Math FAST scores, Suspension Reports, Referral Reports, Attendance Reports, and Monthly Progress Reports, to ensure increased student outcomes. This data is shared with students, families, and school-day teachers/staff, fostering collaboration and ensuring alignment between our program and the students' overall academic progress.

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.

Laura Santin, the Club Director, ensures a safe and enjoyable environment for members. With a focus on fostering inclusivity and implementing engaging programs, Laura's leadership positively impacts the lives of club members, making the organization a beacon of hope and opportunity.

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.

Jakella Davis, the Naples Program Director, is responsible for developing, planning, implementing, supervising, and evaluating mission-based programs and services. With a bachelor's degree in business administration, Jakella brings her dedication and commitment to serving the community.

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 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 the 21st CCLC 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 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.

Section 3: Evaluation of Community Needs

NEEDS ASSESSMENT PROCESS

Collier County is characterized by its diverse population, with a "minority majority" school-aged population representing greater representation of minority groups across the board. A significant portion of the student population falls into the category of being economically disadvantaged, emphasizing the 21st CCLC program's crucial role in providing essential support. According to the School Improvement Plan, during the 2022- 2023 academic school year, Calusa Park Elementary (CPE) scored at 62 percentiles in ELA whereas district norms were at 64 percentiles. In Math, CPE scored at the 68 percentiles whereas district norms were at 56 percentiles. Based on Avalon Elementary (AVE) School Improvement Plan, during the 2022- 2023 academic school year, students scored at 41 percentiles in ELA whereas district norms were at 64 percentiles. In Math, AVE scored at the 52 percentiles whereas district norms were at 56 percentiles. Based on Parkside Elementary (PSE) 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, PSE scored at the 58 percentiles whereas district norms were at 56 percentiles. Based on Shadowlawn Elementary (SLE) School Improvement Plan, during the 2022- 2023 academic school year, students scored at 46 percentiles in ELA whereas district norms were at 64

percentiles. In Math, SLE scored at the 65 percentiles whereas district norms were at 56 percentiles. According to the School Improvement Plan, during the 2022- 2023 academic school year, Lake Trafford Elementary (LTE) scored at 58 percentiles in ELA whereas district norms were at 64 percentiles. In Math, LTE scored at the 56 percentiles whereas district norms were at 64 percentiles.

To effectively assess the needs and satisfaction of our stakeholders, 21st CCLC staff members conducted two paper-based surveys and one electronic community survey. The first survey targeted school staff, including principals, assistant principals, and teachers, aiming to gauge the programming needs and assess the potential impact of the program's discontinuation on student success. The second survey focused on students, seeking to evaluate their satisfaction with the current 21st CCLC programs. The third survey, administered to community members and parents, was distributed electronically through various channels, including social media platforms and the Boys & Girls Club of Collier County website.

COLLABORATION WITH SCHOOLS

The Boys & Girls Club of Collier County has been running the 21st CCLC program in Immokalee for four years, spanning across seven sites, two of which are included in this application. Collaboration with stakeholders is vital for ensuring the success of the program for students in Immokalee. One key avenue of collaboration involves Principal meetings, where 21st CCLC program staff engage with school administration three times per year. During the final Principal Meeting each academic year, 21st CCLC staff distribute paper-based surveys to assess the need for 21st CCLC programming in Naples and 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 schools to the Nichols Club Area are Seacrest Country Day School, First Baptist Academy, St. Elizabeth Seton ranging between 8-10 miles away. The closest private school to Immokalee is Rhodora J. Donahue Catholic Academy in a nearby city, Ave Maria. Rhodora J. Donahue Catholic Academy also ranging between 8-10 miles away. 21st CCLC Staff has invited them to join our current 21st CCLC programs offered at Lake Trafford Elementary & Nichols Club.

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

The students who served at our sites, Lake Trafford and Nichols Club, face significant challenges. Economic disparities, language barriers, and limited access to educational resources hinder academic achievement and exacerbate social inequalities in these communities. These schools require additional support to empower students, strengthen families, and uplift the entire community, ensuring that everyone can thrive academically and beyond.

IDENTIFIED NEEDS: ACADEMIC ACHIEVEMENT

The Collier County School District has identified the need for additional academic interventions at Avalon, Calusa Park, Lake Trafford, and Parkside Elementary Schools. These schools are not currently receiving CSI, TSI, or ATSI services, but achievement data and demographic challenges show a clear need for the 21st Century Community Learning Centers (21st CCLC) program during out-of-school time.

GAPS IN ACADEMIC ACHIEVEMENT

According to FLDOE data for 2022-2023, there is a statewide gap of 20 percentage points between non-economically disadvantaged and economically disadvantaged students achieving a Level 3 or higher in ELA and Math state assessments. At Calusa Park, the gaps are 15 points in ELA and 19 points in Math, while Avalon, Lake Trafford, and Parkside have smaller gaps. These schools have proficiency rates below desired levels in reading, math, and science, compounded by high percentages of students qualifying for free or reduced-price lunch and from minority groups. The 21st CCLC program can provide the needed academic support to bridge these gaps and improve student outcomes.

IDENTIFIED NEEDS: BEHAVIOR AND SUPPORTS

Behavioral issues and the need for supportive interventions have been identified at Avalon, Calusa Park, Lake Trafford, and Parkside Elementary Schools in Collier County. The average for excessive absences (over 21 days) in the Naples schools is near 10%. Lake Trafford in Immokalee reports a significantly higher rate of over 14%, indicating a need for targeted attendance interventions. Also, 57 major disciplinary incidents occurred at these target schools, with most incidents in Naples. These statistics highlight the necessity for comprehensive behavioral support and interventions to address absenteeism and improve student conduct.

GAPS IN BEHAVIORAL NEEDS

Behavioral issues and the need for supportive interventions have been identified at Avalon, Calusa Park, Lake Trafford, and Parkside Elementary Schools in Collier County. The district average for excessive absences (over 21 days) is 10.1%. While the schools in Naples are just below this state average, Lake Trafford in Immokalee reports a significantly higher rate of over 14%, indicating a need for targeted attendance interventions. Also, of the 308 major disciplinary incidents reported in Collier County elementary schools, 57 occurred at these target schools, with most incidents in Naples. These statistics highlight the necessity for comprehensive behavioral support and interventions to address absenteeism and improve student conduct.

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, bilingual staff is essential. Recording 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 reviewing Lake Trafford Elementary (LTE) School's 22-23 School Improvement Plan (SIP), students in K-5 need to close proficiency gaps in ELA, Math, and Science. To facilitate this goal, 21st CCLC continues to ensure all students make progress in closing academic gaps. One benefit of the 21st CCLC program is our collaboration with day-school staff (administration, teachers, reading/math coaches, etc.) to guarantee a seamless transition between day- and after-school programming, fostering overall student academic success. Another goal of LTE's SIP is to increase student attendance rates. 21st CCLC staff will help achieve this goal by implementing engaging academic lessons and intriguing personal enrichment experiences. Enrichment Clubs (Leadership, Fitness, Outside Enrichments, Art, Financial Literacy, and Healthy Habits) will entice students to participate.

After reviewing Shadowlawn Elementary (SLE) School's 22-23 School Improvement Plan (SIP), two key needs were identified: improving overall reading achievement, particularly for 3rd grade students who have shown significantly lower proficiency scores and improving the reading and comprehension skills of second language learners. The 21st CCLC program can address these needs by extending the use of the think-aloud strategy in after-school sessions. Certified teachers can model this strategy during reading activities, helping students monitor and improve their comprehension. Additionally, the program can provide targeted reading support for 3rd graders through small group sessions, offering personalized instruction to address the gaps identified in the school's performance data.

After reviewing Parkside Elementary (PSE) School's 22-23 School Improvement Plan (SIP), the greatest need for improvement is in fifth-grade science proficiency and overall school-wide reading proficiency. The 21st CCLC program can help increase reading proficiency school-wide by enrolling students in K-5. These students will have access to day-school teachers during out-of-school times, bridging the gaps experienced during the school day. Fifth-grade science proficiency goals can be met by increasing STEM Club participation on Fridays. This teacher-facilitated club will focus on Science, Technology, Engineering, and Mathematics, and include career-related activities, hands-on learning, and visual and kinesthetic learning experiences.

After reviewing Calusa Park Elementary (CPE) School's 22-23 School Improvement Plan (SIP), students from underperforming subgroups need to improve math proficiency. CPE aims to enhance math performance, particularly for Black, English Language Learners (ELL), and Students with Disabilities (SWD) subgroups, who scored significantly below the district and overall school averages. Additionally, there is a need to improve science proficiency, with a focus on SWD students, who performed significantly below school and state averages. The 21st CCLC program can offer specialized math tutoring sessions, using certified teachers to provide targeted instruction tailored to the needs of Black, ELL, and SWD students. This includes using the 3

Reads Strategy to enhance comprehension and problem-solving skills in mathematics. The program can also provide additional hands-on science activities and experiments that align with the 5E model, making science more engaging and accessible, particularly for SWD students. This experiential learning helps solidify concepts and improve proficiency.

After reviewing Avalon Elementary (AVE) School's 22-23 School Improvement Plan (SIP), the school intends to enhance the reading comprehension of mathematical problems, ensuring that students fully understand the context and details of mathematical problems. They also aim to develop critical thinking and problem-solving skills, enabling students to identify the mathematical concepts involved and generate questions to approach and solve the problem. The 21st CCLC program can support these goals by leveraging the expertise of certified teachers and fostering a supportive, collaborative learning environment. This approach will help students achieve improved reading comprehension and enhanced critical thinking and problem-solving skills in mathematics.

Our various stakeholder surveys and needs assessment confirmed the need for a free academic and enrichment based afterschool program within the Immokalee and Naples areas. By fostering a collaborative partnership with day-school staff, we ensure academic and emotional success for all 21st CCLC students. By targeting specific B.E.S.T. standards and testing strategies, we are increasing students' academic proficiency and overall confidence levels. Lastly, by providing exciting academic lessons and intriguing enrichment activities, we are enhancing critical thinking and problem-solving skills in students in Immokalee and Naples.

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 unique focus and requirements. Many of these programs operate within the same school sites where we are applying for funding.

The Guadalupe Program caters to students in grades K through 2, focusing primarily on early learning skills and providing additional academic support. The program also offers students a meal and transportation home. Meanwhile, the Immokalee Readers program targets students in grades 2 through 5, offering reading support three days a week. These programs work 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 includes breakfast, lunch, and snacks for participants and is held at the physical club location. The second way we operate is through the 21st CCLC 21st CCLC 1 grant, which is free of charge.

Naples schools each host a fee-based after-school program. Many of these are special interest camps without a clear academic focus. Some do hire certified schoolteachers to support programming, but the weekly tuition, which ranges from \$60 to \$120 during summer months, makes it prohibitive for those who would benefit most. By expanding the 21st CCLC program to the Naples location, we can serve more students who are financially disadvantaged, ensuring they have access to quality out-of-school time programs.

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 have the opportunity to 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.

CONSULTATION WITH PRIVATE SCHOOLS

The 21st CCLC program staff has extended invitations to students attending private schools, including Saint Elizabeth Seton Catholic School, Seacrest County Day School, and First Baptist Academy in Naples. Despite their location outside Immokalee, such as Rhodora J. Donahue Catholic Academy in Ave Maria, approximately 8-10 miles away, 21st CCLC Staff has invited them to participate in the existing 21st CCLC programs offered at Lake Trafford Elementary schools.

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 website.

DISSEMINATION OF INFORMATION

Information about the BGCCC BGC-2 will be disseminated through several diverse, audience-appropriate avenues to ensure most 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 Program Director. The BGCCC 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/>

Maintaining and updating the 21st Century Community Learning Centers (21st CCLC) website will be a collaborative effort among key team members to ensure accuracy and efficiency. The Vice President of Program Operations will take the lead in directly updating the website. This involves tasks such as 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 receive and compile data from the Program Director, including all necessary updates, reports, and relevant information to be reflected on the website. Additionally, the Area and Club Directors will verify 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. Through effective collaboration, 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 (MOUs). 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 participating in the Lake Trafford program. This meal service is exclusively available to students enrolled in and attending the program at the school site during program hours. As part of their daily activities, students receive a hot meal each day. The After Schools Meals Program (AMP) operates as a sub-component of the Child Care Food Program (CCFP). On 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). Similarly, at our Naples Location, members are served by the meal service provided by the Boys & Girls Club of Collier County, also funded by a grant under the Child Care Food Program (CCFP).

PARTNER CONTRIBUTIONS TO SUPPORT OUT-OF-SCHOOL PROGRAMMING

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 21st CCLC 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 and 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.

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.

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.

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.

LETTERS AND MEMORANDUM OF UNDERSTANDING

21st CCLC has included countless Memorandums of Understanding (MOUs) between Boys & 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

BGCCC's Nichols & Lake Trafford has an ongoing collaboration with Collier County Public Schools that provides many resources to the program. The district has created a specific software program for Out-of-School Time partners called Stopwatch. This program allows the Program Director and site coordinators to access the necessary data points for reporting and continuous program improvement.

Each site will be staffed by day schoolteachers from local schools or at the school site location so that students will work with teachers they are familiar with. This approach offers the opportunity to employ different instructional strategies and materials to support the mastery of State standards. It ensures seamless communication and strong alignment between the day and out-of-school time programs. The lead teacher at each site strengthens the connection with day school by communicating with teachers regarding homework completion and individual student needs.

The Naples Children & Education Foundation (NCEF) Out-of-School Time Initiative provides after-school programs with opportunities for day school collaboration. It facilitates regular meetings between the after-school programs and school administration regarding student needs and successes, areas of concern, staff support, and collaborative planning.

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 6: Target Population, Recruitment and Retention

TARGETED STUDENTS

Lake Trafford Elementary School serves students in Pre-Kindergarten through 5th grade. As a Local Education Agency (LEA) identified as in need of intervention and support, Lake Trafford is included on the LEA Determined Schools list.

Avalon and Calusa Elementary Schools serve from Pre-Kindergarten through 5th grade. Shadowlawn and Parkside Elementary Schools serve students from kindergarten through 5th grade. By focusing on these four elementary schools, BGCCC aims to continue its legacy of high attendance and impactful programming. The targeted interventions and support provided through the 21st CCLC programs are designed to meet the unique needs of students at each school, ensuring that every child can succeed academically and personally.

STUDENT ENROLLMENT PRIORITIES

At each of our BGCCC Nichols feeder schools and Lake Trafford Elementary, enrollment will be capped at 120 students. This allows each site to maintain a 1:20 student-to-staff ratio. All K-5th grade students are eligible for enrollment, regardless of disability, gender, race, or ethnicity. Daily attendance is expected as part of their commitment to our program and will be monitored to prioritize students on a waitlist or to ensure equal opportunity 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 necessary support within the 21st CCLC budget. BGCCC will collaborate with partners as needed to best meet each student's needs.

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 20% of each site's student population, spanning Kindergarten through 5th grade, ensuring that a significant portion of students can benefit from the 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 Program Directors announced the upcoming program enrollment. Parent letters and applications were 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 including orientation components to review all 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 Century Community Learning Centers (21st CCLC) program, a multifaceted approach will be implemented. A structured sign-in and out process will be established to accurately track attendance, underscoring the program's commitment to regular participation. Effective communication with parents and guardians will be prioritized, starting with comprehensive orientation sessions and followed by regular updates on the program's benefits. By emphasizing the value of consistent attendance, families will be encouraged to prioritize their child's involvement in the program.

To sustain student interest and motivation, a diverse array of engaging activities will be offered, tailored to the unique interests of participants. Student feedback will serve as a guiding force in activity planning, empowering students to take ownership of their learning experience.

Incentive-based strategies will be employed to recognize and reward high attendance rates, fostering a culture of commitment and achievement within the program. Certificates and other incentives will serve as tangible acknowledgments of students' dedication and involvement.

Recognizing that various barriers may hinder attendance, such as transportation challenges, the program will collaborate closely with school staff to develop personalized support plans for affected students. By addressing these barriers proactively, the program aims to ensure that every student can benefit fully from their participation in the 21st CCLC program.

Parental involvement will be actively encouraged through regular Family Night Events and informative sessions, providing opportunities for parents to stay informed and engaged in their child's educational journey. By fostering strong relationships with students and cultivating a welcoming atmosphere, the program will strive to create a sense of belonging and community among participants and their families.

Through these strategies, which include effective communication, diverse programming, incentivization, personalized support plans, and parental engagement initiatives, the 21st CCLC program will ensure that students are consistently motivated to attend and actively participate. By maximizing their engagement and involvement, the program aims to unlock each student's full potential, fostering their academic success and personal growth.

Section 7: Times and Frequency of Service Provision

See attached Site Profile Worksheet.

Section 8: Local Level Evaluation

EVALUATION PLAN

The 21st CCLC subrecipient is committed to full cooperation with all monitoring, auditing, evaluation, and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. Our program will diligently submit all required data and reports, as necessary and/or requested, to both the State of Florida (including the Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). We will rely on various evaluation documents to ensure comprehensive assessment and accountability. These documents include Stakeholder Surveys, Summative Evaluation Reports, 21 APR Outcomes, GPA Data, Attendance data, Student Test Scores, and feedback collected during Advisory Board meetings. By utilizing these evaluation tools, we aim to continuously monitor and enhance the effectiveness of our program, ensuring that it meets the highest standards of quality and accountability.

DATA COLLECTION PLAN

For the past four years, the Boys & Girls Club of Collier County has effectively managed multiple 21st CCLC grants, ensuring the successful operation of programs across seven school sites, including four sites outside of the current proposal. Our dedicated team of 21st CCLC Site Coordinators and Program Directors, equipped with extensive training and expertise, has been instrumental in facilitating data collection and reporting processes at each site.

We leverage innovative tools such as StopWatch, a CCPS data-sharing program, to access essential student data. Through StopWatch, we can retrieve critical information, including Reading/English Language Arts State Assessment scores, Mathematics State Assessment scores, student grade point averages, school day attendance rates, in-school suspension rates, and referral rates. This data serves as a cornerstone for assessing student progress and program effectiveness.

Additionally, our collaboration with EZReports enables us to collect teacher-reported engagement data seamlessly. EZReports allows our Site Coordinators to assign students directly to their day-school teachers and submit surveys directly to these assigned teachers. As the 4th quarter approaches, teacher surveys are promptly distributed to ensure comprehensive feedback collection from all stakeholders.

Our proactive approach to fostering collaboration with the school administration has resulted in a remarkable achievement: 100% survey response rates across all sites. This high level of engagement underscores our commitment to data-driven decision-making and continuous improvement, ensuring that our 21st CCLC programs consistently meet the needs of students and align with educational objectives.

EVALUATION ACTIVITIES AND TIMELINE

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

Data submission is a fundamental requirement of our grant, playing a pivotal role in the continuous improvement of our programs and the academic progress of our students. Each school year, the Boys & Girls Club of Collier County diligently implements and adheres to our data sharing agreement with Collier County Public Schools. This agreement enables us to collect the necessary student data essential for program evaluation and improvement.

Through our data sharing agreement, all 21st CCLC Program Staff gain access to StopWatch, a comprehensive platform designed to streamline data access and management. StopWatch provides our staff with critical academic data, including quarterly grades, day-school attendance records, student numbers, FLD numbers, referrals, and suspension records. This centralized platform ensures that our team has the information needed to monitor student progress and tailor interventions accordingly.

In addition to our data sharing agreement, our 21st CCLC staff actively cultivate positive collaborations with various stakeholders within the school community. This includes administrators, school counselors, cafeteria staff, day- school teachers, ESE staff, school resource officers, and others. By maintaining strong relationships with these stakeholders, we create a supportive environment conducive to academic and emotional growth for our 21st CCLC students. These collaborative efforts reinforce our commitment to providing a comprehensive and holistic program that meets the diverse needs of our students while fostering their overall development and well-being.

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

Over the past four years, the Boys & Girls Club of Collier County (BGCCC) has demonstrated its commitment to providing high-quality 21st CCLC grant programs at seven sites, including the two outlined in this application. Under the leadership of BGCCC's Executive Director, Megan McCarthy, the 21st CCLC program is guided by a steadfast dedication to compliance and alignment with BGCCC's overarching mission. With nearly five years of experience as Executive Director, Ms. McCarthy provides direct leadership to the 21st CCLC Program Director, Stephanie Giardinieri. Ms. Giardinieri, armed with her master's in education and extensive professional experience, brings a wealth of knowledge to the role, focusing on research-backed educational practices to support site-specific curriculum and instructional strategies.

Each site is managed by a dedicated site coordinator responsible for program implementation. These coordinators, equipped with 21st CCLC experience, have been instrumental in the program's recognized success. The staff's professional development plan (PDP) encompasses essential areas such as 21st CCLC basics, disguised learning, classroom management strategies, and the 7 Habits of Highly Effective People. These development initiatives aim to support program outcomes, offering a diverse array of academic, enrichment, and personal development opportunities, along with promoting family educational engagement.

Supporting the 21st CCLC program is Jamie Scott, the Naples Children & Education Foundation's Director of Out-of-School Time Programs. With 15 years of experience in 21st CCLC programs and expertise in the 7 Habits of Highly Effective People, Ms. Scott provides invaluable support by facilitating professional development opportunities, offering program resources, and establishing connections with community partners.

Throughout its years of operation, the 21st CCLC program has consistently served approximately 800 students annually, fulfilling all 21st CCLC requirements and positively impacting thousands of at-risk students in Immokalee from 3rd through 12th grade. The program's quality has been lauded during 21st CCLC site visits, with monitors commending its innovative programming and seamless integration of Covey's The 7 Habits of Happy Kids. Notably, since adopting this SEL program, all seven Immokalee schools have followed suit, fostering a unified approach to character development in the after-school program.

Data from the program indicates marked increases in student achievement and high levels of satisfaction among both students and parents. Noteworthy educational outcomes include official graduations from Collier County Public Schools and significant growth in academic performance. In 2021, the Florida Department of Education reported a high school graduation rate for Collier County Public Schools of 92.6%, the highest in CCPS history, highlighting the program's efficacy in supporting student success, even amidst the challenges posed by the COVID-19 pandemic.

To ensure ongoing program improvement and accountability, 21st CCLC employs robust evaluation strategies, including monthly site visits, coaching, data analysis, and progress monitoring for academic units. These systematic evaluation activities, conducted within a defined timeline, provide valuable insights into the program's progress and inform stakeholders about its alignment with grant goals and objectives. Moreover, the partnership with CCPS facilitates easy access to essential student data, enabling informed decision-making and targeted interventions to support student success.

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 2 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:

Our 21st CCLC program operates Monday through Friday at Lake Trafford at 2:55 PM to 5:30 PM and 3:00 PM to 5:30 PM at the Nichols Club, offering 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 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 prioritizes engaging adult family members in their children's education through a series of comprehensive educational activities. These activities are meticulously designed to equip families with the tools necessary to actively support their students' academic success and overall well-being. At Lake Trafford Elementary School and Nichols Club, Family Nights are strategically scheduled from 6:00 PM to 7:00 PM throughout the year, ensuring accessibility for working families. The program boasts at least nine meaningful educational activities, surpassing the required minimum

to ensure robust family involvement. The program commences on September 11, 2024, with the 21st CCLC Program Orientation session. This session offers an informative overview of the program's requirements and activities, setting the foundation for active family engagement. On October 9, 2024, "Supporting Your Child's Learning: A Parent's Guide to Canvas" provides parents with practical guidance on utilizing the Canvas learning management system, enabling effective monitoring and support of their child's academic progress. The November session, "Mental Health: Caring for the Whole Child," takes a deep dive into mental health, equipping parents with valuable resources and strategies to support their children's emotional and psychological well-being. In December, "Digital Safety" educates parents on safeguarding their children in the digital realm, emphasizing safe internet practices and methods to monitor online activities.

January's session, "Supporting Reading at Home," imparts effective techniques to parents for nurturing a love of reading and enhancing literacy skills within the home environment. Meanwhile, February's "Drug & Opioid Awareness" session addresses substance abuse, providing parents with vital information on prevention and intervention strategies. March's session, "Ready, Set, School: Preparing for the Next Academic Year," aids families in planning and preparing for the upcoming school year, ensuring a seamless transition and sustained academic success. April's "Beat the Summer Slide: Tips for Keeping Your Child's Mind Active" equips parents with strategies to keep their children intellectually engaged during the summer, preventing learning regression. Finally, May's "Family Wellness Boost: Engaging Activities for Mental Health Awareness Month" promotes activities aimed at enhancing family well-being and raising awareness about mental health. This schedule of nine Family Night sessions ensures families receive comprehensive support and resources throughout the year, enabling adult family members to become active participants in their children's education. By offering a diverse array of educational and mental health resources, the 21st CCLC program empowers families to play a pivotal role in their children's success.

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 21st CCLC 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 2 background 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 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.

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 11: Facilities

FACILITY DETAILS

At Lake Trafford, our program utilizes facilities based on leasing agreements with Collier County Public Schools (CCPS). These agreements afford us access to essential spaces such as classrooms, cafeteria, computer labs, and libraries, serving as central hubs for our educational and enrichment programs. While the availability of program spaces is limited due to leasing agreements, we maximize the use of these areas to provide a wide range of activities and services for our members.

Nichols Club offers a diverse array of spaces to accommodate various program activities. From classrooms and a gymnasium to technology centers, dance and music rooms, and a library, our facilities are well-equipped to support academic support, physical fitness programs, and creative arts initiatives. These spaces provide a conducive environment for learning and engagement, fostering the holistic development of our members.

Outdoor areas play a crucial role in our program, providing opportunities for recreational activities and outdoor play. At Lake Trafford, members can enjoy outdoor playgrounds, courtyards, and a pavilion, engaging in physical activities and enjoying the fresh air. Similarly, Nichols Club offers recreational fields and a baseball field, perfect for team sports and games. The outdoor pavilion serves as a communal gathering space, particularly during

camp days, fostering a sense of community among our members as they share meals and socialize in an open-air environment.

The amenities available at each site enhance the overall experience for our members. The cafeteria at Lake Trafford serves as a multipurpose space for events and meal service times, while classrooms are utilized for various educational programs and activities. At Nichols, the gymnasium and outdoor fields cater to physical activities and sports, providing opportunities for members to stay active and healthy. Additionally, the dance and music rooms at Nichols foster creativity and expression, enriching our members' experiences through the arts. Libraries and computer labs at both sites further support academic learning, ensuring that our members have access to resources and technology to excel in their studies.

LOCATION OF FACILITIES

Lake Trafford Elementary is at 3500 Lake Trafford Rd, with student enrollment based on residential school zones. Many families residing in this area inhabit low-income housing, making proximity to the school essential. Due to the proximity of housing developments, most students can walk to their respective school locations. However, bus transportation is necessary for many attending students. By hosting the program directly at the school, it extends the day for families, allowing them to complete their workday while ensuring students are met by a family member upon arrival home.

The Nichols facility, located at 7500 Davis Boulevard, occupies a central position relative to the listed schools. It is closest to Calusa Park Elementary, approximately 4 miles away, and furthest from Parkside Elementary, approximately 7 miles away. Shadowlawn Elementary and Avalon Elementary fall at distances of 5 and 6 miles, respectively. This centralized location enhances accessibility for students from all schools, though travel distances may vary.

ACCESS TO FACILITIES

Students and their adult family members at each site can access the locations via various modes of transportation, including personal vehicles, public transportation, bicycles, and walking. 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 21st CCLC 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 21st CCLC 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-school teachers 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 case of a field trip for BGCCC 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.

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.

Appendix A

Continuing Improvement

Agency Name: Boys & Girls Club of Collier County
Program Name: 21st CCLC Miracle Afterschool Program: BGC2

Project Number: 11C-2446C-6PS02

Reason(s) for the change:

To update changes within the organization, provide updates on organizational procedures, and ensure the grant is presented with the most up-to-date information overall.

This change includes: Additions Deletions **Both**

Narrative Language:

Section 1: Project Abstract/Summary

The program's operational days are Monday through Friday, with Lake Trafford running from 2:55 PM to 5:25 PM and the Nichols Club from 3:00 PM to 5:30 PM, providing 161 After School days, 5 Spring Enrichment days, and 10 Summer Enrichment days.

The Boys & Girls Club of Collier County (BGCCC) operates its 21st Century Community Learning Centers (21st CCLC) program Monday through Friday, offering 161 after-school program days, five spring enrichment days, and ten summer enrichment days annually. With Trafford running from 2:55 PM to 5:25 PM and the Nichols Club from 3:00 PM to 5:30 PM.

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. Megan McCarthy Beauvais previously served as President and Chief Executive Officer of BGCCC, providing strategic leadership for the organization. Following her departure, the Board of Directors retained a consultant to lead a national search for a new CEO, with a hire anticipated by the middle of the 2025–2026 school year.

In the interim, Chief Operating Officer (COO) Jaime Buitrago serves as Interim CEO, providing operational leadership and oversight of the organization's day-to-day functions. Program and grant compliance responsibilities have been delegated to Chief Program Officer (CPO) Shani Rodriguez, who brings over 24 years of experience in youth development and services. She oversees all program operations across the Immokalee and Naples campuses, ensuring alignment with grant requirements and best practices in youth programming.

The organization is also supported by a dedicated and engaged Board of Directors, including:

- Charles Weinrich, Board Chair
- Sheree Druskin, Treasurer
- Joe Pignatano, Secretary
- Members: Greg Faulkner, Flint Lane, Mary Osborn, Manuel Pena, Audrey Pengelly, George Phillips, Max Press, and Ashley Smith

ORGANIZATIONAL STRUCTURE TO SUPPORT 21ST CCLC PROGRAM

Training topics include 21st CCLC basics, 13 Boys & Girls Club of America Safety Trainings, First Aid & AED, and Spillett Learning Certifications.

All staff supporting the 21st CCLC program undergo comprehensive training, including:

- 21st CCLC program fundamentals
- Ten Boys & Girls Clubs of America (BGCA) Safety Trainings
- CPR/First Aid & AED certification
- Spillett Learning & Development certifications

These trainings ensure staff are fully equipped to provide a safe, enriching, and high-quality environment for young people.

ENGAGING ADULT FAMILY MEMBERS

~~As part of our commitment BGCCC's to holistic support approach to youth development, the organization partners with District School Counselors and other providers through the Out-of-School Time Initiative to support mental health and counseling services. mental health awareness and counseling services will be provided by Counseling for Community Wellness These partnerships ensure families have access to vital resources, empowering parents to actively support their child's educational journey and overall well-being. 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.~~

STUDENT SAFETY PLAN

~~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. To uphold the highest safety standards, all BGCCC staff must complete ten core safety certifications. These trainings reinforce the organization's commitment to youth protection, emergency preparedness, and the creation of safe, supportive environments.~~

SPECIAL EVENT SAFETY PROCESSES

~~During field trips, BGC staff will maintain a student to staff ratio of 8:1 10:1, unless water is involved and BGC staff will maintain a student to staff ratio of 8:1. During off-site events, BGCCC maintains a student-to-staff ratio of 10:1. For water-related activities, the ratio is lowered to 8:1 to ensure heightened supervision. Additionally, the organization conducts: Lockdown drills are conducted monthly quarterly, and fire drills are conducted quarterly monthly, following this plan.~~

Underscore reflects additions to the previous narrative.

~~Cross out~~ reflects deletion of language in the previous narrative.