

**5.1 Project Abstract** -For more than 40 years, Boys & Girls Clubs of the Emerald Coast(BGCEC) has been in the forefront of youth enrichment, working with young people that are at-risk of academic failure. Poverty, family stress, low academic achievement levels by students, and low adult educational attainment are all factors that place the youth in our communities at risk of educational failure. These negative factors are especially present in the Northwest Florida community that Boys & Girls Clubs of the Emerald Coast(BGCEC) 21<sup>st</sup> CLCC program plans to serve. We will target Oakcrest Elementary school(serving grades Kindergarten-5<sup>th</sup> , ages 5-12 years old) in Pensacola, Florida. This 21<sup>st</sup> CCLC will meet the needs of at-risk students, afterschool and during the summer months, by providing a variety of academic enrichment activities to assist students in meeting and exceeding state standards in core subjects plus literacy and educational opportunities for families of these said students.

**5.2 Need Assessment** - Sadly, some young people are failing to learn basic skills (i.e., reading, writing and mathematics) during the school day. Poverty, family stress, low academic achievement levels by students, and low adult educational attainment are all factors that place the youth in our communities at risk of educational failure. These negative factors are present throughout our nation and in the state of Florida, and are especially present in the Northwest Florida communities that Boys & Girls Clubs of the Emerald Coast(BGCEC) 21<sup>st</sup> CLCC program plans to serve. We will target Oakcrest Elementary school(serving grades Kindergarten-5<sup>th</sup> , ages 5-12 years old) in the Pensacola, FL community with the 21<sup>st</sup> CLCC program. There is not a county-wide, Escambia County School District sponsored Afterschool program, a clear gap in afterschool services. There are no individual school sponsored afterschool programs that are established at the target school, Oakcrest Elementary. Oakcrest Elementary is 2.1-miles from the Boys & Girls Club(Englewood Site) in Pensacola. Boys & Girls Clubs of the Emerald Coast has nine(9) Club from Escambia to Walton County. The Pensacola Club, in Escambia County, had been operating solely out of one facility located at 2751 North H Street(Englewood Community Center) in Pensacola. There, summer and after school programs take place. August

17, 2015, Pensacola Club opened a site-based After-school program facilitated out of Montclair Elementary School. The Boys and Girls Club(BGC) can provide adequate transportation to the Afterschool program location (Englewood Site) due to owning a fleet of vehicles to provide a safe means of mobility. Boys & Girls Clubs of the Emerald Coast has an extensive history as a structured afterschool program providing evidenced based curriculum.

High poverty rates, family stress from single parent households, low academic achievement levels by students as well as low adult educational attainment, in Pensacola, place families at risk of continuing the cycle of educational failure. Our target population in Pensacola or Escambia County, FL is students and families attending Oakcrest Elementary School, a Title I school where 88% are economically disadvantaged<sup>8</sup>. Statistics show that families in attending this school are extremely low income and are at the most risk of educational failure of any area in Northwest Florida. Consider these statistics, the Escambia County poverty rate is 17.8% compared to the state of Florida at 15.6 % poverty<sup>14</sup>. The high school graduation rate in Escambia County is 72.7% which falls below the state average of 77.8%<sup>5</sup>. Our target school falls within the 32505 zip code, where according to the US Census Bureau, 29.8% of the population live below the poverty level. Of the 694 students at our target school, 100% are eligible for free lunch. This is due to the student being enrolled in a USDA – approved Community Eligibility Provision (CEP) school and is identified as eligible for free meals based upon the Direct Certification determination or the extension of eligibility to the household due to eligibility of an identified direct certified student<sup>7</sup>. The Identified Student Percentage (ISP) for our target school is 83.29% and is crucial to ensuring local education agencies (LEAs), Escambia County School District, operating the Community Eligibility Provision (CEP) receive the appropriate Federal reimbursement rate for their School Meal Programs<sup>12</sup>. The Community Eligibility Provision (CEP) is a provision from the Healthy, Hunger-Free Kids Act of 2010 that

allows schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students. CEP eliminates the burden of collecting household applications to determine eligibility for school meals, relying instead on information from other means-tested programs such as the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families<sup>10</sup>.

Impoverished households tend to struggle with stable, healthy lifestyles. Many homes lack access to financial resources that allow them to make healthy meal choice or give them the ability to access physical means to form an adequate physical fitness routine. Many homes that lack economic resources have little to no knowledge of healthy eating habits such as portion control or the need to reduce sugary diets. Reports from The State of Obesity notes that lower-incomes and poverty correlate strongly with an increase in obesity, since less nutritious, calorie-dense foods are often less expensive than healthier foods<sup>11</sup>. Obesity is clearly a serious health concern affecting children and adolescents at staggering rates. A decrease in the number of hours young people spend engaged in physical activity and poor food choices have increasingly become the focus of national attention. Many complex factors contribute: loss of play space; a decline in physical education requirements within the school setting; prevalence of sedentary activities, calorie dense and nutrient deficient fast and prepackaged food. In short, young people currently exist in environments that de-emphasize good health and nutrition, while reinforcing inactivity and poor eating habits. Children need safe, predictable, stable environments and reliable relationships in order to thrive. Family stress due to the plight of leading a household as a single parent bear a crucial set of risk-factors that contribute to the likelihood that a child would struggle with academic achievements. Regardless of the cause for single parent households, that designations suggest there will be an increase probability that there will be issues student learning. Children in intact families tend to have greater academic achievement and educational attainment and are less

likely to exhibit behavioral problems in school. Their parents tend to be more involved in their school activities and to have higher expectations for them<sup>2</sup>. According to Census data, there are 2,952 single parent house-hold in the 32505 zip code<sup>14</sup>. Studies show that there is correlation to single parenting and poor academic achievement in core subjects like math and science. Single parenting is associated with lower math and science achievement among young children<sup>10</sup>.

Studies also show a correlation between Single Parenting and the need for children to be placed in special education classes. Children in special-education classes were more likely to come from single-parent households (58 percent) than from two-parent households<sup>2</sup>.

With such an economically distressed area and stressor affecting family units, it is no surprise that 2015 Informational Baseline School Grades Overview show that Escambia County School District schools score well below the State of Florida average. The baseline grades from Oakcrest Elementary show an overall grade of “D”. Our target school had low scores throughout the components: Oakcrest Elementary scored 26 in English, 35 in Mathematics, and a 36 in Science<sup>8</sup>.

Low adult educational attainment adds to the student’s plight. Students continually look to adults to be role models for the goals and success. Inherently, they seek to pattern after adults whom they are related to or spend the most time with. This usually tends to be a household parent or guardian. Within the 32505 zip code, 33%, or one third of all adults have not attained a high school diploma<sup>14</sup>. There is substantial gap in household role models for students at Oakcrest Elementary.

It is clear that economic distress and the many stressors related to poverty and educational advancement in Pensacola, especially in the 32505 zip code and our targeted schools, create a critical need for 21<sup>st</sup> CLCC programming to provide students with a safe, healthy learning program, staffed by caring, competent and supportive adults that will impact and enrich thus filling existing gaps in services to target population. Parental support and participation is critical. Studies note, when enrolled in a program that encouraged adult support, students from low

socio-economic groups reported higher levels of effort towards academics<sup>1</sup>. Family and community members with an investment in an academically connected afterschool program will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the program and school as a whole.

Boys & Girls Clubs of the Emerald Coast maintains a strong relationships with various entities that will allow for the successful implementation of the 21st CCLC program. Designated support staff have appropriate expertise and education experience to work with the specified age group(s) in the activities proposed plus provide intensive mentoring. This 21<sup>st</sup> CCLC program will occur afterschool and during the summer months. Summer programming will engage youth in learning and reduces the potential for summer learning loss. BGCEC connects with the Escambia County School District Administration as well as the Administration at the target school. It is these in-depth conversations with District Administration and principals from our target school, self -reporting from parents, focus groups, community meetings, school grade reports, e-mails to Private Schools and socio-economic factors of the students at Oakcrest Elementary that pressed us to identify the need for an afterschool program at Oakcrest Elementary in Pensacola, FL. Active relationships indicate we can gain ready access to student grades, progress reports, attendance records, behavioral logs as well as standardized testing scores. The Club is also a member of Feeding the Gulf Coast which provides USDA sponsored snack/meal program at no cost to the organization or the Club members. A quality out-of-school time program that BGCEC provides, compliments, but does not duplicate regular school day instruction by including developmentally appropriate academic supports and enrichment activities that complement the school curriculum. The proposed effective out-of-school time program consists of activities that are planned and supported through resources which meet the needs of the whole child and reflect his/her interests and abilities. The Boys & Girls Clubs of the Emerald Coast(BGCEC) 21<sup>st</sup> CLCC program will address the need for academic and social balance, behaviors that adversely affect the family unit and will promote healthy lifestyle choices

with quality, impactful and engaging after school and summer programs. These programs will address needs identified above and provide opportunities for academic enrichment that will allow participants to meet and exceed state academic standards. The BGCEC 21<sup>st</sup> CLCC program will strengthen families in our targeted school through family enrichment activities, increased parent participation in their child's academic path, attention to behavioral and social needs as well as access to Adult resources that promote healthy parenting, adult literacy, financial literacy, basic computer classes, skills for obtaining employment.

**5.3 Program Evaluation-** Evaluation of program quality is integral to maintaining high quality programs and assessing progress towards achieving the primary program objectives. An external evaluator will have the following qualification which includes experience working with Florida Department of Education (FLDOE) 21<sup>st</sup> CCLC, generating relevant reports, helping programs identify strategies, that work, accurate reporting procedures, and is locally accessible. In the past BGCEC used Dr. Larry Hutcheson. Dr. Hutcheson has the ability to develop assessments and protocol, conduct site visits and make recommendations; collect, analyze and interpret qualitative and quantitative data designed to measure progress towards the FL-DOE approved objectives, prepare and deliver written formative and summative reports. BGCEC is designed to provide personalized academic and enrichment activities for 21<sup>st</sup> CCLC students and adult family members. The program's plan for increasing student performance begins with assessment and evaluation. Students participating in the program are assessed to determine area of interest, need and ability. Student data is generated using Baseline Data - Assessment, Mid-Year Assessments, Post-test, Teacher Observation, student reflections/surveys, parent surveys and student portfolio. Progress will be measured by school progress reports, report card grades, behavior logs, pre and post testing and teacher feedback each nine weeks. Pre testing will take place at the start of the academic year as well as the start of summer program. Post-testing will occur at the conclusions of the academic year as well as the end of the summer program. Parents will participate in Family involvement activities such as

Family Nights each month to be assessed by attendance records, program completion rates, parent survey and pre and post-test. Parent involvement activities such as adult literacy, computer classes plus resources that promote healthy parenting, financial literacy, and skills for obtaining employment programs will also be available. They will be assessed by instructors and parent surveys during the program and at the program completion. The formative and summative assessment data will be collected to measure student gains as well as determine their growth in content knowledge and skills over a period of time. Procedures are in place to ensure that data is collected in a methodical manner that will not stress students, compromise or influence outcomes but are implemented with fidelity and fairness. Research methodology will be used to evaluate and improve the program design in order to optimize positive participant outcomes, including academic achievement, engagement in learning, school attendance, social and communication skills, positive behavior and healthy choices. Information will be shared with participants, parents, and stakeholders via website, newsletters, letters, and reports. Staff will always be available to answer questions or address concerns.

**5.4 Applicants Experience and Capacity-** The Boys & Girls Clubs of the Emerald Coast(BGCEC) is a well-established, long standing organization with a demonstrated track record of improving student achievement and positively impacting the youth in our communities. In 2015 BGCEC served 2,178 registered members. In the 2014-2015 school year 65% of the BGCEC members earned A or A/B honor roll. Nearly 400 grades were improved by at least one letter grade in the 4th nine weeks of the academic year. Over 640 Club members participated in community service projects, providing more than 1,500 hours of service to their communities. More than 1,300 participated in healthy habits programs focused on good nutrition. Nearly 65% of teen members participated in programs focused on self-esteem, healthy relationships and personal responsibility.

Specifically, Boys & Girls Clubs of the Emerald Coast~ Pensacola Club notes substantial academic gains for the 2014-2015 academic year.

- 95.5% of the 298 members served achieved on-time grade progression.
- 56% of members earned a letter grade of B or better in core subjects, English, Math, Social Studies and Science.

**Program Administration and Fiscal Management-** The organization possesses strong administrative capabilities. Our effective leadership will engage students, parents, teachers, counselors, and administrators, while also providing them with the necessary support to help bridge achievement gaps through program activities. Organization is structured to that they can efficiently and effectively manage an operation that serves thousands of young people each year. This is accomplished via a defined management system that encompasses a CEO, VP of Operations, Area directors, Club Directors, Finance Staff, Marketing/Resource Development Staff, Human Resources, Maintenance along with Administrative and Program Staff. There were no audits during the 2014 contract period and outcomes were met during scheduled monitorings.

**Program Implementation-** BGCEC has extensive experience providing services in line with the 21<sup>st</sup> CCLC program goals, objectives and approved activities that focus on English, literacy, STEM, college and career readiness, mathematics, science as well as drop-out prevention. BGCEC will have one full-time Program Director, Tanya Richardson, who will also act as the site coordinator at one site in Pensacola. This staff person, who has previous experience as a site coordinator for 2 other 21<sup>st</sup> CCLC programs at Boys and Girls Clubs of the Emerald Coast(22 years experience working for Boys and Girls Clubs) in Pensacola, will oversee the implementation of the Program and will work hand in hand with the Area Director. The Area Director, Ronna Treuer(9 years experience working for Boys and Girls Clubs, 1.5 years experience implementing 21<sup>st</sup> CCLC programs) will manage the 21st CCLC program page of the organization's website, collaborate with Program Director on adult resource development and family enrichment activities, attendance and assessment data collection for proper evaluation. Area Director will work, part-time 3hours per week with the 21<sup>st</sup> CCLC program, under the



guidance of the program evaluator to ensure program structure and validity. There were no audits during the 2014 contract period and outcomes were met during scheduled monitorings.

**Program Evaluation-** There were no audits during the 2014 contract period and outcomes were met during scheduled monitorings. The independent evaluator will employ research methodology to evaluate and improve the program design in order to optimize positive participant outcomes, including academic achievement, engagement in learning, school attendance, social and communication skills, positive behavior and healthy choices. Both the Program Director and Area Director along with the Executive Director have first hand-experience with implementing 21stCCLC programming, collection, maintaining, analyzing and reporting accurate program evaluation data. Evaluator, Dr. Hutcheson has the ability to develop assessments and protocol, conduct site visits and make recommendations; collect, analyze and interpret qualitative and quantitative data designed to measure progress towards the FL-DOE approved objectives, prepare and deliver written formative and summative reports.

## **5.5 PARTNERSHIPS, COLLABORATION & SUSTAINABILITY**

**5.5a Community Notice-**BGCEC and its partners informed the community of its intent to apply for the 21st CCLC grant through notice to community centers, community meeting, letters, newsletters and collaborative efforts with relevant agencies in the weeks prior to application submittal. The application will be posted on BGCEC's website and BGCEC will make it available at the next open house events and Family Night activities. It will also be available on request immediately following its submittal. A contact person will be established(Executive Director) for informative questions and concerns. The BGCEC has an established organization website that Administration oversees. Upon announcement of securing funding for program, Executive Director would formulate data and information for webmaster to add and create a 21st CCLC program page. This would include 21st CCLC Logo, FL DOE logo plus program summary, promote our activities, and to share information with our partners and parents. Monthly, the Area Director will review and update website include the Florida Department of Education and 21st

CCLC logo. The BGCEC will focus on our early efforts on the dissemination of information throughout our local communities and our school that qualifies for the BGCEC 21<sup>st</sup> CCLC program.

Private Schools, in the area surrounding the Target School, were contacted via phone call and e-mails by a staff member. No letters that were e-mailed received response indicating choice to participate from any private schools. Boys & Girls Clubs will send updates to private schools to provide fair, equal opportunities for Private Schools to participate.

**5.5b Partnerships-**Through our needs assessment process, we have sought input from community leaders, parents, teachers, and school administrators which in turn resulted in community “buy-in” and development of partnerships that directly benefit our target population. There are a variety of partnerships BGCEC relies upon that produce tangible resources that will directly benefit 21<sup>st</sup> CCLC participants. From access to curriculum and professional development opportunities for 21<sup>st</sup> CCLC staff to family engagement opportunities, including Financial Literacy. The resources will be obtained via community partner such as the University of West Florida, United Way of Escambia County and the Escambia County School District, Escambia County Government and Feeding the Gulf Coast.

**5.5c Collaboration with the Regular School Day-**The Boys & Girls Clubs of the Emerald Coast - Pensacola Club compliments the regular school day because it provides more time for students to become engaged in projects, develop skills get homework help and enrichment activities that will further their discovery, creativity and critical thinking.. The program is available to every eligible student in Kindergarten through Fifth grade. BGCEC Project Based Learning Plans are directly aligned with School District Pacing Guides, and the State of Florida’s Common Core Standards in Reading, Math and Science. BGCEC will implement activities that align with school-day learning through intentional planning and on-going communication between school-day and 21<sup>st</sup> CCLC program staff. There are multiple forms of communication between the school-day staff and families that are planned and regularly scheduled to ensure

school day continuity. 21st CCLC programs are optimal for providing engaging, hand-on experiences, enabling participants to apply, reinforce, and extend skills and concepts taught in school. Intentional planning provides the afterschool program, school day, and participants with a way to maximize their time and instruction.

When determining target schools BGCEC sought to provide academic and personal enrichment services to at risk youth in Title 1 Schools. Our target school serves students with high poverty rates, low performing schools, reside in a large number of single-parent household and with a large number being parented via adults with educational deficiencies. BGCEC Administration conversed with school administrators, consulted with education partners affiliated with United Way of Escambia, reviewed school grades as well as socio-economic data plus demographics to determine schools needs and benefits of targeting Oakcrest Elementary for 21st CCLC programming. In Escambia County, upon award, we will request formal partnerships with Oakcrest Elementary. The Program Director/Site Coordinator and Certified Teachers will facilitate regular communication between the school day and after school programs. Through guidelines set forth in a Memorandum of Understanding, target outreach and constant communication with the local school, the partnership will provide, improved, clear and formal understandings of each party's role to share information as needed regarding individual student members, provide the appropriate approval and backing to share confidential information, ease of data collection, improved and informed management of our program. Most importantly the partnership and parental consent will allow for access to student records regarding factors that influence the students' educational and social successes and challenges.

Certified Teachers from the regular school day provide instruction in the afternoon. The instructor will work with students(1:10 ratio) on academic activities. Teachers can provide input on the effectiveness of the program based on changes they see when comparing the student data (baseline, mid-year, and post-test). Student data is also compared to identify trends and effectiveness of the program. Report cards will be reviewed each nine weeks to measure

student gains. Teachers will communicate and participate in professional learning communities that support student achievement, teacher development, best practices and review student work together.

**5.5d Sustainability-** The BGCEC has over 40 years of experience offering quality after school programming. Our 501(c)3 designation provide a conduit through which corporate, foundation and private individual contributions may be received. Historically, BGCEC has raised funds from large corporations(i.e. AT&T, Gulf Power Company, Cox Communications, Publix Supermarkets Charities), small business(i.e. Bit Wizards, Flora-Bama Management, Inc. ), community organizations and foundations(i.e. United Way of Escambia County, D.W McMillan Trust, Chadbourne Foundation, Just in Queso Foundation, Taco Bell Foundation, Destin Charity Wine Auction) and numerous individual philanthropists. We will use our Club Management team to develop a long-term sustainability plan and used the funds for leveraging in fundraising activities plus add legitimacy in the eyes of prospective contributors. The 21st CCLC funds will be used to significantly expand the academic support services that are offered at the Pensacola Club sites. During the first 3 years the Clubs will target and recruit new businesses and funding partners. While not relying solely on grant funding, the BGCEC and our partners will aggressively seek additional grant funds, identify and cultivate new business partners, and develop local fundraising efforts to support the project. A sustainability plan with annual strategies with key performance indicators in support of the continuation of this project will be developed and implemented.

## **5.6 PROGRAM PLAN AND IMPLEMENTATION**

**5.6a Target Students-** Our target population in Pensacola, Escambia County, FL is thirty(30)students and families attending Oakcrest Elementary School(serving grades Kindergarten-5<sup>th</sup> , ages 5-12 years old), a Title I school. BGCEC's 21<sup>st</sup> CCLC program will serve no more than thirty(30)students during the afterschool and summer program. At Oakcrest Elementary, 100% of the students receive free lunch. This is due to the students being enrolled

in a USDA – approved Community Eligibility Provision (CEP) school. Statistics show that families in those school zones are extremely low income and are at the most risk of educational failure of any area in Northwest Florida. The students we will target at Oakcrest Elementary will possess 2 or more of the risk factors that place families at risk of continuing the cycle of educational failure: low household income, single parent household, low academic achievement levels by student(s) or low (household) adult educational attainment. Adult family members will also receive services through the program each month. Parents will self-refer and will be highly encouraged to attend each activity. These family members are targeted due to their relationship to students at our target school. They will possess 2 or more of the risk factors that place families at risk of continuing the cycle of educational failure.

**5.6b Recruitment and Retention-** The BGCEC 21<sup>st</sup> CCLC will be open to all elementary students from the approved schools on a first come, first serve basis. Priority will be given to those students with the greatest academic need, lowest incomes levels, reside in single parent homes or parents lack adequate education. They can self-report, can be referred by school personnel or via word of mouth. Recruitment will take place in the school via a strong collaboration between the target institution and BGCEC. This will occur through faculty at target school: teachers, certified teacher for 21<sup>st</sup> CCLC program and school counselor. Referrals will be made continuously through-out academic year, flyers for the 21<sup>st</sup> CCLC program will be disseminated 4-6 weeks prior to and through-out the first 30 days of school, presentations at community meetings will be held as scheduled through-out the year, and 21<sup>st</sup> CCLC Administration will participate in quarterly outreach activities in neighborhoods serving students at Oakcrest Elementary. The program flyer will explain the program's mission, program components, benefits to participating students and a list of program partners and supporters. These flyers will be sent home with students at the target school, placed in lobbies, waiting areas, of supporting local businesses and community organizations, and in any location that provides public information on behalf of the City of Pensacola. Interesting, effective

programming, recognition for programmatic and academic achievements by students coupled with caring relationships with adult mentors will ensure student retention. Student recognition for achievements will occur via tangible certificates, Club billboard signage, BGCEC website, Club newsletter and/or digital badges. Upon a student entering 21<sup>st</sup> CCLC, parents and students will be asked to sign a commitment contract in order to encourage full participation in daily activities and long-term engagement in the program. This contract will outline BGCEC's desire for 21<sup>st</sup> CCLC program participants to attend regularly and have their families actively participate. They will also be notified of the requirement to attend at least 30 days per year to continue enrollment in 21<sup>st</sup> CCLC programs. Failure to sign the commitment contract will not prevent any student from participating in the 21<sup>st</sup> CCLC program.

**5.6c Student Program Activities-** Project Based Learning(PBL) Plans were developed by the Program Director, with guidance from the Area Director, a 21<sup>st</sup> CCLC Evaluator, trusted resources including but not limited to the Florida Department of Education, Boys & Girls Clubs of America, and the interests of the youth we serve. The 21<sup>st</sup> CCLC Site Team works together in partnership with collaborating schools, community partners, volunteers and parents to achieve the desired outcomes. The primary focus of our PBL will be to enhance student literacy through instruction from certified teachers with assistance by part-time staff that focus on reading, following directions, and discovering information. The student to Program Staff ratio will be no more than 1:15 for enrichment activities. During academic activities, the student to Certified Teacher ratio will be no more than 1:10. Each student participating in the program will be required to complete at least 1 of 3 projects offered throughout the year in order to stay in the program. A variation of learning methods will be used to peak the interest of student participants. This includes hands-on learning opportunities, intensive mentor/mentee relationships with staff and volunteers, group learning, direct instruction, imagery, videos, etc.

**Student Program Activities -Academic Objectives in Core Subjects**(success as demonstrated by such measures as pre-, mid-, post- assessments(e.g. teacher created

assessments, curriculum-based assessments/tools). Objective 1: English & Writing: Seventy-Five Percent (75%) of regularly attending participating students will increase reading/English Language Arts skills. Objective 2: Mathematics: Seventy-Five Percent (75%) of regularly attending participating students will increase math skills. Objective 3: Science: Seventy-Five Percent (75%) of regularly attending participating students will increase science skills. Objective 2.2a : Literacy and English Language Arts, Seventy-Five Percent (75%) of regularly attending participating students will increase their knowledge of English Language Arts/literacy . Objective 2.2b: STEM, Seventy-Five Percent (75%) of regularly attending participating students will increase their knowledge of science, technology, engineering and math. Objective 2.2e- Enrichment, Character Development: Seventy-Five Percent(75%) of regularly participating students will increase their knowledge of positive character traits. Objective 2.2e- Enrichment, Healthy Lifestyles: Seventy-Five Percent(75%) of regularly participating students will increase their knowledge of physical fitness and healthy lifestyles. Objective 2.2e- Enrichment, Performing Art: Seventy-Five Percent(75%) of regularly participating students will increase their knowledge of performing arts.

### **Objectives 1,2 & 3: Homework Help**

As identified on both our needs assessment and the District's School Improvement Plans for the Targeted Schools, there is a great need for structured time to address student homework completion. Strategies will be used to effectively coordinate homework activities without interfering with the school day and other program activities and will also engage students who do not have homework. Strategy #1 – Students will be given the opportunity to work on homework during the first hour of the program. To support student learning, both part-time staff and certified teachers will be available on-site to assist students who require additional help. Strategy #2 –To engage and retain the interest of youth who have completed their homework assignments, the program will provide students with opportunities to participate in high-yield activities such as multiplication relays, sight-word bingo, Jeopardy Geography.

Each strategy will be led by a certified teacher and will not exceed a ratio of 1:15 for enrichment activity and 1:10 for academic activity. This activity is based on the individual's need for reading, math and science assistance beyond the school day, activity will take place 4 days/week, for 1 hour per day. **Objectives 1 & 2.2a: Reading Club-** Due to the importance of literacy on academic performance the program will provide daily activities that will include teacher developed lesson plans from resources found in CPALMS and that incorporate a variety of learning techniques to include but not limited to: reading groups, story time, newsletters, web-searches, comprehension activities, reading aloud, and reading fluency exercises. BGCEC will provide 2 hours per week of reading instruction led by Certified Teachers with the assistance of program staff and volunteers. The program will not exceed a student/ teacher ratio of 1:15. All reading activities will be aligned to the student's regular school day. This activity is based on the individual's need for reading, math and science assistance beyond the school day to help the targeted youth increase their proficiency in these subject areas identified by teachers and parents. Students will be recognized for the reading efforts, achievements and number of books completed. Activity will take place 1 days a week 1 hour per day for the entire year. One program staff led group with student ratio 1:15. **Objective 1,2, 2.2a and b plus 3: Science Club** - Students will conduct a variety of science experiments in the classroom. These activities will peek a variety of student interest with activities such as: creating an invisible egg shell, volcanic eruptions, rockets, Slimy Squishy Polymer Bucket of Fun, Snap Circuits Lights, K'Nex. Led by a part time staff with a 1:15 ratio. This lesson is designed to explore the concept that chemical reactions involve the breaking of certain bonds between atoms in the reactants, and the rearrangement and re-bonding of these atoms to make the products. Students also design tests to investigate how the amount of products and the rate of the reaction can be changed. Based on the specific project instruction, project time frame can range from 2 to 8 weeks. Time spent performing the activity will take place in fall and summer, 2 days a week 1 hour per day for the entire year. 1 certified teacher led group with student ratio 1:10. **Objective 2.2b:**



**Computer Kidz-** Utilizing the "My.Future" curriculum from Boys and Girls Clubs of America, this tool encourages youth to develop digital literacy and earn certifications, or digital badges, as they progress through the learning experiences. Program provides Club youth with foundational technology skills, then advances to "Extensions" where youth could learn robotics, game design and even online journalism based on their interest pathways. Activity will take place 1 day a week 1 hour per day for the entire year. One program staff will lead group with student ratio 1:15.

**Objective 2.2e: Enrichment, Performing Art: GREAT Performers-** Student participants will have the opportunity choose from three(3) art forms: African drumming, African Dancing and traditional African Art. Students will learn about, obtain skills and perform or display the art form they have chosen. Activity will take place 1 day a week, 1 hour per day for the entire year. One program staff, and 1 contracted Music instructor, 1 contracted Dance instructor or 1 contracted Art instructor will lead the group with a student ratio of 1:15. **Objective 2.2e: Enrichment,**

**Healthy Lifestyles -** Healthy Lifestyles is a curriculum based program developed by BGCA that provides students the opportunity to improve their physical fitness in a series of 8 weekly non-competitive yet challenging programs that incorporate movement, play and healthy eating. The program is based on the American College of Sports Medicine's recommendation of a minimum of 60 minutes of physical activity 5 or more times per week. Healthy Lifestyles is separated into nutrition and fitness components. The nutrition portion of the program includes lessons related to the USDA's my food plate, vitamins, Nutrition Bingo and the food group challenge. The Fitness portion consists of daily fitness challenges including: push-ups, sit-ups, wall squats, jumping jack and 400 yard dash. Activity will take place 4(3 days focused on physical health, 1 day focused on nutrition) days a week 1-2 hours per day for the entire year. One program staff led group with student ratio 1:15. **Objective 2.2e- Enrichment, Character Development:**

**GREAT Character-**GREAT Character is a character development program patterned after the "Six Pillars of Character/CHARACTER COUNTS" program. The Six Pillars of Character is a framework for teaching good character and is composed of six ethical values characteristics.

Each of the six character traits are used within the CHARACTER COUNTS! program to help instill a positive learning environment for students and a “culture of kindness” making the club a safe environment for students to learn. Activity will take place 1 day a week, 1 hour per day for the entire year. One program staff will lead group with student ratio 1:15.

### **Project Based Learning: Objective 1,2, 2.2a and b plus 3: Robotics in the Club LEGO**

#### **Mindstorms Robot- PBL**

Project Idea: How do robots work? Students will build and program 2 high quality LEGO Mindstorm Robots. Students learn robotics and engineering skills related to STEM concepts. A certified teacher or part time program staff will teach this bi-weekly, for 1 hour per day with a 1:10 ratio. Conclusion: Students learn to read instructions, create and control a mechanical tool using scientific methods and concepts. Students increase their Mathematics, Science and English skills. Students use and develop thinking and reasoning skills plus strengthen teamwork skills. Presentation **Method**: Youth lead presentation of results, successes, information and skills learned at family night. To be held at the end of December and the end of May with statistics, and photographs of activities across 4.5 month period. **Presentation Audience**: Family night attendees-family, friends, staff, educators and community partners.

**Objective 1,2, 2.2a and b plus 3: Coding for Kids- PBL** - Project Idea: How easy is it for a "kid" to design a video game? Students will develop coding to produce a tangible video game. Students learn basic coding through Khan Academy, or even using Code Academy to build experience in a formal programming language. Part time program staff and volunteer mentors will teach this bi-weekly, for 1 hour per day with a 1:15 ratio. Conclusion: Students learn skills related to STEM concepts, critical thinking, and problem solving will be enforced. Student participants will be exposed to the career of coding. Presentation **Method**: Youth lead presentation of results, successes, information and skills learned at family night. To be held at the end of December and the end of May with statistics, and photographs of activities across 4.5

month period. **Presentation Audience:** Family night attendees-family, friends, staff, educators and community partners.

**Objective 2, 2.2b and e plus 3: Freshville-** Project Idea: Where do vegetables and fruits come from? Students design a plan for family garden plot in a raised bed outdoors along with an aeroponic " Tower Garden" indoors. Activity will take place 1 day a week, 1-hour per day for half of the year for Kindergarten-2<sup>nd</sup> grade, then the other half of the year garden will be maintained by 3<sup>rd</sup> -5<sup>th</sup> grade student participants. One program staff will lead group with student ratio 1:15. Conclusion: Students increase their Mathematics, Science and English skills. Students use and develop information and communication skills, thinking and reasoning skills plus strengthen personal character skills like teamwork and responsibility. Presentation **Method:** Youth lead presentation of results, successes, information and skills learned at family night. Students will harvest and prepare fresh dinner meal for Family Night participants using ingredients from BGCEC garden, To be held at the end of December and the end of May with statistics, and photographs of activities across 4.5 month period. **Presentation Audience:** Family night attendees-family, friends, staff, educators and community partners.

**A "Day" in the afterschool program.....**When the school bell rings, students are transported to the facility via our fleet of safe, reliable fleet, fifteen minutes later. Student participants come to the 21<sup>st</sup> CCLC and enter the facility and sign-in using a pin number assigned to each student upon initiation in the program. Youth receive a snack(breakfast and lunch during summer). Students are then given time(30 minutes) to eat a snack, clean their area and gather homework materials to get ready for "homework help" time. For "homework help," time students are given the chance to complete daily homework assignment and those without homework are given a high-yield learning activity. After 1 hour of homework help, students participate in a variety of enriching and engaging activities, based on a set program schedule that includes activities that reinforce school day concepts, build skills in English, Math and Science. A typical day in the life of the BCGEC 21<sup>st</sup> Century Learning Center will vary by times and days as depending upon the

group student participants are assigned too. All activities follow the same 1-hour rotation format. The next day the student will have a different rotation. Each day of the week presents a new schedule. At the end of enrichment time, a short but engaging day at the 21<sup>st</sup> Century Community Learning Center is ended. Parents will come to the facility by 6:00p.m. and pick up their children. During parent pick up, staff has the opportunity to talk with parents and inform them of upcoming programs and projects for them and their families.

**21<sup>st</sup> CCLC at BGCEC Pensacola Center Profile**-Our target population in Pensacola, Escambia County, FL is thirty(30)students and families attending Oakcrest Elementary School(serving grades Kindergarten-5<sup>th</sup> , ages 5-12 years old), a Title I school. Program components offered: STEM, Healthy Lifestyles(Physical/Nutrition aspect), Computer Skills, Homework Help, Gardening, Character Development, Performing Arts. During the school year program operates 5 days/week, 3.67 hours/day, in summer, facility will operate 4days/week, Monday-Thursday, 5hours/day for four(4) weeks . The 21<sup>st</sup> CCLC program require members to be in attendance at least 30 days of the year and at no cost to the program participants.

**5.6 Adult Family Member Program Activities**-Adult Family Member Objectives(success\_as demonstrated by such measures as attendance records, pre-, mid-, post- assessments(e.g. program staff and evaluator assessments, curriculum-based assessments/tools) **Objective**

**2.9a-Participation in Family Night:** 50% increase in adult family member involvement in child's academic and social experiences at the Boys and Girls Club during "Family Night" activities.

**Objective 2.9b-Participation in the "Parent Club":** 50% increase in adult family members will attend a minimum of five events where adult family member educational activities are offered.

**Objective 2.9c-Performance:** 60% of regularly attending adult family members will demonstrate increased knowledge in Financial Literacy. **Objective 2.9d-Performance:** 60% of regularly attending adult family members will demonstrate increased knowledge in Healthy Parenting Styles.

**Activities: Objective 2.9d: Activity 1:** Workshop will cover the development and increase healthy parenting skills such as stress management, behavior management, positive relationship skills, supportive parenting, handling difficult topics with your children. Activity will take place three times per year, during the day-time BGCEC Club operation hours prior to students participants completing the regular school day. Training will be taught by trained professionals for 2 hours. **Objective 2.9b: Activity 2:** Educational Activity Training will covers development and increase in skills related to Adult Literacy. Activity will take place 1 time per year, during the day-time BGCEC Club operation hours prior to students participants completing the regular school day. Training will be taught by trained professionals and introduce adult family members to free community resources to improve Adult Literacy for 1 hour. **Objective 2.9b: Activity 3:** Educational Activity Training will covers development and increase in skills related to developing Basic Computer Skills. Activity will take place two times per year, during the day-time BGCEC Club operation hours prior to students participants completing the regular school day. Training will be taught by trained professionals for 2 hours. Resources such as the Computer lab will be a accessible by parents of program participants outside of scheduled 21<sup>st</sup> CCLC program time for students. **Objective 2.9b: Activity 4-** Educational Activity Training will covers development and increase in skills for successful Job-Seeking. Activity will take place three times per year, during the day-time BGCEC Club operation hours prior to students participants completing the regular school day. Training will be taught by trained professionals from local community and will focus on resume and cover letter writing, successful completion of a job application along with successful interview techniques for 2 hours. **Objective 2.9c: Activity 5-** Financial Literacy Training Activity will take place twice per year, during the day-time BGCEC Club operation hours prior to students participants completing the regular school day. Activity will be led by trained banking staff that will teach the basics of money management, credit, debt management, risk management along with investing and retirement planning for 2 hours. **Objective 2.9a: Activity 6-** Family Night: On a monthly basis a Family Night event will be

hosted by the Club's 21<sup>st</sup> CCLC Program from 5:00 PM-7:00 PM. The time frame selected ensures that 21<sup>st</sup> CCLC staff, and management team members can be present during program operation hours. The purpose of the monthly family night event is to provide Adult Family Member Services, opportunities for increased parent involvement, and youth driven project showcases. The primary focus of the first monthly family night event will be to provide information on the current Project Based Learning Plans and objectives. Family Night in December, May and August will focus on Student Member project presentations and or program results. Adult participants learn to become engaged in their own child's learning through simple activities like creating flashcards, and reading to their children.

**5.6.e- Staffing Plan and Professional Development-**BGCEC leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. The Program Director will be responsible for developing and overseeing the academic enrichment and recreational curriculum of the program plus ensure continuity for students, parents and the staff. The Program Director will also provide direct services to students as needed. In addition to the Program Director, site will be staffed with a two (2) Certified Teachers that will be paired with two(2) part time program staff. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities. The qualifications for the part-time program staff include a high school diploma, some college preferred, experience working with youth and BGCA training. These positions are part time and are responsible for direct service delivery in their content to students. All staff will be CPR/first Aid Certified, undergo Level II background screening(volunteers also) and drug testing. There is no need to hire additional staff needed for this program, there will only be a contract initiated with an independent evaluator, Art/Music/Dance Teachers. To support student services through the 21<sup>st</sup> CCLC program, the BGCEC 21<sup>st</sup> CCLC leadership will provide staff development for those hired to provide 21<sup>st</sup> CCLC services. Trainings that will be provided include 21<sup>st</sup> CCLC requirements,

BGCEC policy and procedures, program schedules, project based learning activities, personal enrichment activities and how to host relevant, useful, successful family nights. The Area Director and Program Director along with program staff will attend the 21<sup>st</sup> CCLC State Conference held annually. Upon return to work, the information obtained at the conference will be disseminated to the certified teachers. Presenters from Boys and Girls Clubs of America(BGCA) and United Way of Escambia County will be invited for all-staff/in-service trainings.

**5.6f Program Center-**BGCEC 21<sup>st</sup> CCLC will operate in one free standing facility located inside the Englewood Community Center in the Englewood Neighborhood, located at 2751 North H Street. Our, 10,824 square foot facility has the capacity to serve 162 persons at one time along with access to a computer lab(24 computers), 5 classrooms, library, multi-purpose room(eating area and games room), kitchen and gymnasium(bleachers and basketball court). Area outside the facility provides student participants access to a basketball court, playground, swings, pavilion, and baseball field. Policy and procedures coupled with a professionally installed and monitored security system are in place to maintain student safety. The target school is 2.1 miles away from the program site and student participants are transported to the site via BGCEC bus.

**5.6g Safety and Student Transportation-** The BGCEC 21<sup>st</sup> CCLC will operate under the BGCA national standards of safety. Each BGCEC Club has a comprehensive safety plan and use an electronic attendance and participation tracking system plus mandates parent/guardian physically sign each student out. All visitors to the program must sign in at the entrance of each Club. Upon enrollment, the program will collect an allowable adult pick-up list for each student. All BGCEC drivers have been cleared through our insurance company, have passed the appropriate licensing to drive the vehicles and have received training before driving with students. BGCEC transportation safety measures include rider rosters for boarding and unloading with signatures, bus monitors and child checks after each trip.

**5.6h Dissemination Plan** -The BGCEC has an established organization website that Administration oversees. Upon announcement of securing funding for program, Executive Director would formulate data and information for webmaster to add and create a 21st CCLC program page. This would include 21st CCLC Logo, FL DOE logo plus program summary, location, contact information, promote our activities, events and to share information with our partners and parents. Monthly the Area Director will review and update. BGCEC will provide information about the programs and include the Florida Department of Education and 21st CCLC logo as a funding agency. Dissemination will be made continuously through-out the year, flyers for the 21<sup>st</sup> CCLC program will be disseminated 4-6 weeks prior to and through-out the first 30 days of school, presentations at community meetings will be held as scheduled through-out the year, and 21<sup>st</sup> CCLC Administration will participate in quarterly outreach activities in neighborhoods serving students at Oakcrest Elementary. The program flyer will explain the programs mission, program components, benefits to participating students and a list of program partners and supporters. These flyers will be sent homes with students at the target school, placed in lobbies, waiting areas, of supporting local businesses and community organizations, and in any location that provides public information on behalf of the City of Pensacola.

**Needs Assessment Sources:**

1. American Psychological Association, Education and Economic Status, <http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx>
2. Family Facts.org, Family Structure and Children's Education, <http://www.familyfacts.org/briefs/35/family-structure-and-childrens-education>
3. Florida Department of Education, Bureau of Federal Education Programs, <http://fldoe.org/bsa>
4. Florida Department of Education, Education Information & Accountability Services <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>
5. Florida Department of Education, Florida School Indicators Report, <http://www.fldoe.org/eias/eiaspubs/fsir.asp>



6. Florida Department of Education, Improving The Academic Achievement Of The Disadvantaged, <http://www.fldoe.org/policy/federal-edu-programs/title-i-part-a-improving-the-academic-/improving-the-academic-achievement-of-.stmI>
7. Florida Department of Education, Lunch Status Data By School, <http://fldoe.org/core/fileparse.php/7584/urlt/1516-Lunch-Status-by-School.xls>
8. Florida Department of Education, School Accountability Report, Florida School Grades <http://schoolgrades.fldoe.org/>
9. State of Florida Legislature, Office of Economic & Demographic Research – Criminal Justice County Profiles, <http://edr.state.fl.us>
10. Suet-Ling Pong and Gillian Hampden-Thompson, “Family Policies and Children’s School Achievement in Single- Versus Two-Parent Families,” Journal of Marriage and Family, Vol. 65 (August 2003), pp. 694, <http://apps.eui.eu/Personal/Dronkers/articles/Journalmarriagefamily2003.pdf>.
11. The State of Obesity, obesity rates and Trends, <http://stateofobesity.org/rates/>.
12. United States Department of Agriculture, Food and Nutrition Service, [http://www.freshfromflorida.com/content/download/36268/838580/Community\\_Eligibility\\_Provision\\_-\\_Annual\\_Notification\\_2014-2015\\_R5-12-15.xlsx](http://www.freshfromflorida.com/content/download/36268/838580/Community_Eligibility_Provision_-_Annual_Notification_2014-2015_R5-12-15.xlsx)
13. United States Department of Agriculture, Food and Nutrition Service, <http://www.fns.usda.gov/school-meals/community-eligibility-provision>
14. United States Census Bureau, American Fact Finder, <http://factfinder2.census.gov/>
15. United States Census Bureau, Community Facts, <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
16. United States Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics, <http://www.bls.gov/lau/>