

21st CLCC – 2017/18

BGCEC – Great Futures at Montclair Elementary

5.1 Project Abstract -For nearly 50 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) 21st CLCC program plans to serve. We will target Montclair Elementary school(serving grades Kindergarten-5th , ages 5-12 years old) in Pensacola, Florida. This 21st CCLC will meet the needs of at-risk students afterschool 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) 21st CLCC program plans to serve. We will target Montclair Elementary school(serving grades Kindergarten-5th , ages 5-12 years old) in the Pensacola, FL community with the 21st CLCC program. There is not a county-wide, Escambia County School District sponsored Afterschool program, a clear gap in afterschool services. However, Boys & Girls Club began operating a site based afterschool program at Montclair Elementary in the 2015/16 school year and we have

made great progress in supporting those students who clearly need us the most. Boys & Girls Clubs of the Emerald Coast has eight(8) club sites 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. 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 Montclair Elementary School, a Title I school where more than 90% are economically disadvantaged⁸. 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 % poverty¹⁴. The high school graduation rate in Escambia County is 72.7% which falls below the state average of 77.8%⁵. 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 357 students at our target school, 100% are eligible for free lunch. This is due to the students 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 student⁷. The Identified Student Percentage (ISP) for our target school is 90.75% 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 Programs¹². 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 Families¹⁰. 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 foods¹¹. 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 with 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 them². According to

Census data, there are 2,952 single parent households in the 32505 zip code¹⁴. 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 children¹⁰. 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 households². With such an economically distressed area and stressor affecting family units, it is no surprise that 2016 Informational Baseline School Grades Overview show that Escambia County School District schools score well below the State of Florida average. The baseline grades from Montclair Elementary show an overall grade of "F". Our target school had low scores through-out the components: Montclair Elementary scored 14 in English, 23 in Mathematics, and a 16 in Science⁸.

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 diploma¹⁴. There is substantial gap in household role models for students at Montclair 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 21st 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 academics¹. 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 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 21st CCLC program will occur afterschool at Montclair Elementary. BGCEC connects with the Escambia County School District Administration as well as the Administration at the target school. It is these in-depth relationships 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 Montclair Elementary that pressed us to identify the need for an afterschool program at Montclair 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) 21st 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 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 21st 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) 21st CCLC, generating relevant reports, helping programs identify strategies, that work, accurate reporting procedures, and is locally accessible. BGCEC uses Dr. Larry Hutcheson as our Grant 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. BGCEC is designed to provide personalized academic and enrichment activities for 21st 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 2016 BGCEC served 3,225 youth. 2,001 of those youth were registered members. During the 2015-2016 school year the organization and its members earned substantial gains in academic performance:

- Nearly 70% of members were successfully tracked based on their academic success over the four quarters.
- Of the tracked members organization wide, 32% achieved Honor Roll all four quarters.
- Nearly 530 members averaged a C or better in core subject areas each quarter.
- Of tracked members, 25% increased their Language Arts scores by at least 1 letter grade from Quarter 1.

- 10% increased their Math scores by at least 1 letter grade from Quarter 1.
- 18% increased their Science and Social Studies scores by at least 1 letter grade from Quarter 1.
- Nearly 530 averaged a C or better in core subject areas each quarter.
- 86% of tracked members demonstrated improvement in one or more core subject areas between the first and last nine week reporting periods

More than 1, 010 members participated in Million Members Million Hours of Service-signature Boys & Girls Clubs of America service project designed to engage youth in impactful and highly reflective community service projects that encourage a commitment to public service and global citizenship. Overall Boys & Girls Clubs of the Emerald Coast closed 2016 with 9, 785 hours of Club or Community Service hours served by Club members. Nearly 70% of those hours were served during the school year and 30% of service hours were completed during the summer program session while youth are on break from school.

Further, the organizations commitment to healthy lifestyles was apparent in Basic Fitness test results which demonstrated a 45% increase in strength tests and a 25% increase in speed and endurance tests. Of the 9-18 year olds surveyed, 94% reported no experience with drugs and 92% reported no experience with the juvenile justice system or criminal activity.

Specifically, Boys & Girls Clubs of the Emerald Coast Pensacola Club notes substantial academic gains for the 2015-2016 academic year.

- 98% of the 275 members served achieved on-time grade progression.
- 60% of members earned a letter grade of B or better in core subjects, English, Math, Social Studies and Science.

Program Administration and Fiscal Management- Boys & Girls Clubs of the Emerald Coast 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. The 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, Executive Director, Director of Program Services and Outcome Measures, Club Directors, Finance Staff, Marketing/Resource Development Staff, Human Resources, Maintenance along with Administrative and Program Staff. There were no audits during the 2016 contract period and outcomes were met during scheduled monitorings.

Program Implementation- BGCEC has extensive experience providing services in line with the 21st 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 who will also act as the BGC lead at the Montclair Elementary site. This staff person will oversee the implementation of Boys & Girls Club programs and will work hand in hand with the 21st CLCC Site Coordinator who will manage the 21st CCLC program, schedule 21st CLCC activities, coordinate the 21st CLCC Certified Teachers, administer the organization's 21st CLCC communication and web page, collaborate with Program Director on adult resource development and family enrichment activities, attendance and assessment data collection for proper evaluation. The 21st CLCC Montclair Elementary program will operate under the guidance of the program evaluator to ensure program structure and validity.

Program Evaluation- There were no audits during the 2016 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 Site Coordinator, 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

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, data and information will be sent to the webmaster to add and create a Montclair 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 Executive Director will review and update website include the Florida Department of Education and 21st CCLC logo. The BGCEC will focus our early efforts on the dissemination of information throughout the local community and our school that qualifies for the BGCEC 21st 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 21st CCLC participants. From access to curriculum and professional development opportunities for 21st 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 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 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 21st 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 poor academic performing 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 Montclair Elementary for 21st CCLC programming. In Escambia County, upon award, 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 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 49 years of experience offering quality after school programming. Our 501(c)3 designation provides 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 Montclair Elementary site. 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 Montclair Elementary School (serving grades Kindergarten-5th , ages 5-12 years old), a Title I school. BGCEC's 21st CCLC program will serve no more than thirty(30)students during the afterschool program. At Montclair 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 Montclair 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 21st CCLC will be open to all elementary students attending Montclair Elementary on a first come, first served 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 referred by school personnel or via word of mouth. Recruitment will take place in the school via a strong collaboration between Montclair Elementary and BGCEC. This will occur through faculty at Montclair Elementary: teachers, certified teachers for 21st CCLC program and school counselor. Referrals will be made continuously through-out academic year, flyers for the 21st 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 21st CCLC Administration will participate in quarterly outreach activities in neighborhoods serving students at Montclair 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. 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 21st 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 21st 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 21st CCLC programs. Failure to sign the commitment contract will not prevent any student from participating in the 21st 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 21st 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 21st 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.

Academic Enrichment 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 maintain or increase reading/English Language Arts skills. Objective 2: Mathematics: Sixty Percent (60%) of regularly attending participating students will maintain or increase math skills. Objective 3: Science: Sixty Percent (60%) of regularly attending participating students will maintain or increase science skills. Objective 2.2a : Literacy and English Language Arts, Sixty Percent (60%) of regularly attending participating students will maintain or increase their knowledge of English Language Arts/literacy . Objective 2.2b: STEM, Sixty Percent (60%) of regularly attending participating students will maintain or increase their knowledge of science, technology, engineering and math. Objective 2.2e- Enrichment, Character Development: Sixty Percent (60%) of regularly participating students will maintain or increase their knowledge of positive character traits. Objective 2.2e- Enrichment, Healthy Lifestyles: Sixty Percent (60%) of regularly participating students will maintain or increase their knowledge of physical fitness and healthy lifestyles. Objective 2.2e- Enrichment, Performing Art: Sixty Percent (60%) of regularly participating students will maintain or 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 peak 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 2 days a week 1

hour per day for the entire school 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 1hour 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, 1hour 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-2nd grade, then the other half of the year garden will be maintained by 3rd -5th 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, student participants come to the 21st 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 21st 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 21st 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.

21st CCLC at Montclair Elementary Center Profile-Our target population in Pensacola, Escambia County, FL is thirty(30)students and families attending Montclair Elementary School(serving grades Kindergarten-5th , 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, 3.5 hours per day. The 21st CCLC program requires 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: 50% of regularly attending adult family members will demonstrate maintained or increased knowledge in Financial Literacy. Objective 2.9d-Performance: 50% of regularly attending adult family members will demonstrate maintained or 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 cover 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 cover 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 at the Englewood Community center Club site will be accessible by parents of program participants outside of scheduled 21st CCLC program time for students. Objective 2.9b: Activity 4- Educational Activity Training will cover 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 21st CCLC Program from 5:00 PM-7:00 PM. The time frame selected ensures that 21st 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 and May 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- The 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 21st CLCC Site Coordinator 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 Site Director will also provide direct services to students as needed. In addition to the 21st CLCC Site Coordinator, site will be staffed with two (2) Certified Teachers that will be paired with two(2) Boys & Girls Club 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. To support student services through the 21st CCLC program, the BGCEC 21st CCLC leadership will provide staff development for those hired to provide 21st CCLC services. Trainings that will be provided include 21st 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 21st CLCC Site Coordinator and Program Director along with program staff will attend the 21st 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 21st CCLC will operate in Montclair Elementary, where an established Boys & Girls Club school-based site has been operational since August of 2015. Areas outside the facility provide student participants access to a basketball court, playground, swings, and covered pavilion. Policy and procedures coupled with a professionally installed and monitored security system are in place to maintain student safety.

5.6g Safety and Student Transportation- The BGCEC 21st 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 21st CLCC Site Coordinator will review and provide updates.

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 21st 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 21st CCLC Administration will participate in quarterly outreach activities in neighborhoods serving students at Montclair 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.