

3.1 Project Abstract or Summary

21st Century Community Learning Center/Club Panther at Fort Pierce Westwood Academy The West Prep Magnet (Westwood) is a 21st Century Community Learning Center program. It serves 80 at-risk City of Fort Pierce high school students Grades 9-12 during the 2020-21 school year and 60 at-risk City of Fort Pierce high school students during the summer who attend Westwood, 1801 Panther Lane, Fort Pierce, FL. Westwood is a C-rated facility identified for Targeted Support & Improvement, with targeted areas identified as black students, students with disabilities, the economically disadvantaged, and English language learners.

Goals and Objectives. The priority outcomes of Club Panther are academic success, good character and citizenship and healthy lifestyles. The program's goal is to help students improve math, science and reading academic skills to meet state standards, while working to help youth develop the qualities needed to become responsible citizens and leaders. Built on principles of Social Emotional Learning (SEL), the program also reinforces living healthy lifestyles and teaches necessary skills to cope with lifestyle risks found in their community. Provisions for participating students' parents/guardians are also included, providing opportunities to support positive parenting skills. The program will operate from 2 - 4:30 pm, Monday-Thursday, 150 days, from Oct. 1, 2020 until the end of the school year, and from 11 am to 4 pm during the 24-day summer session from June 7 through July 16. Dates and times are based on current School District calendars and subject to any changes caused by COVID-19.

3.2 APPLICANT'S EXPERIENCE AND CAPACITY

Program Administration and Fiscal Management. BGCSLC has experience managing publicly-financed programs. Current public funding includes two 21st Century Community Learning Center sites; the Children's Services Council of St. Lucie County; Federal Title 1 Housing funds via the City of Fort Pierce; U.S. Department of Justice, Office of Justice

Programs; and the Summer Food Service Program, funded by the State of Florida.

The Finance Department follows financial processes that include a strict policy on conflict of interest, multiple signatures on checks, purchase orders for items over \$500, inventory management, annual audits, and monthly financial reports. The organization uses QuickBooks accounting software and the EZ Reports membership tracking system. In addition, we employ a grant coordinator and have a Human Resources Department. These resources are available to support the 21st CCLC program to ensure that internal and external rules and regulations will be followed.

There is strong Board oversight of and input into the budget through its Finance Committee, headed by the Treasurer, a Certified Public accountant. The committee reviews the budget monthly and makes quarterly presentations to the Board.

We have a professional third-party audit conducted every year to ensure excellent fiscal management. The last two years' audits have resulted in no significant findings. Additional staff, including an Accounting Assistant to work with the Chief Financial Officer, has been hired and trained.

Qualifications of leadership and organizational structure. Boys & Girls Clubs of St. Lucie County is part of Boys & Girls Clubs of America (BGCA), a national organization. BGCA assists local Clubs through program creation, staff, training and resource development. Because of the proven management and youth development experience of our leaders, the organization is well-positioned to support the 21st CCLC program. Key staff supporting the 21st CCLC program include: **Chief Executive Officer:** William Armstead, who has been with the Boys & Girls Club Movement for the past 13 years, previously serving as board president and a board member. Armstead holds a Bachelor's Degree in Business Administration, is a veteran with 16 years' military leadership experience as a non-commissioned officer and 15 years' experience in regional and corporate leadership. **Chief Operating Officer:** Melanie Wiles, 13 years with BGCSLC (previously Director of Marketing and Special Events and Vice President of

Development). Bachelor's Degree, Communication, University of South Florida. Both the CEO and COO have participated in the BGCA Advanced Leadership Program (ALP) in 2016 and 2018. This comprehensive leadership program was developed in conjunction with the University of Michigan, Ross School of Business, and is designed to increase personal leadership skills and strategies, strengthen team alignment/effectiveness, and increase organizational impact on youth and communities. Our continuing ALP project is focused on how to serve more kids with quality programming, organizational core values, and selecting and training staff. Additional key staff: **Chief Financial Officer:** Susanne Patterson, (4 years at BGSCCLC, 21 years in corporate finance positions). M.S. Strayer University, Finance/Controlling; BBA, St. Leo University, Business Administration and Management. **Vice President, Operations:** Dr. Anastasia Legakes. B.S. and M.S., Drury University. Ed.D., Argosy University, Phoenix, AZ. More than 15 years as a public school educator, and several years in social service agency leadership.

These organizational leaders will ensure that we fully comply with federal, state and local rules and regulations. Our Board members are leaders in the region, and include law enforcement and fire chiefs, school officials, elected officials and business leaders.

Program Implementation. In the 25 years since our founding, we have been recognized as a leader in youth development across St. Lucie County. Through our 20 locations we serve approximately 15,000 youth annually with quality after school and summer programming, as well as outreach programming in such areas as truancy prevention. The scope and depth of our programming positively address the community's lack of positive programs for at-risk youth. The roster of our current programs aligns well with 21st CCLC's list of approved program activities. For example, our programs include nutrition education, arts and cultural programs, and a program that encourages smart decisions in such matters as tobacco, alcohol, and drugs. Students can also participate in special programming that includes leadership, STEAM, and career readiness. All are supervised by trained youth professionals and qualified volunteers, as well as community leaders.

Awards. Documented performance has been recognized in the community with the following awards: In 2017, we were named the Chamber of Commerce's Nonprofit Business of the Year. In 2018, the Fort Pierce Teen Club Director was named Children's Services Council Champion of Youth. In 2019, Chief Operating Officer received the Trailblazer Award from the Treasure Coast Business Summit; the Chief Executive Officer received Paul Harris Fellow recognition from the Port St Lucie Rotary Club, for a person whose life demonstrates "a shared purpose with the objectives of the Rotary Foundation." In 2019 the Boys & Girls Clubs' Florida Area Council awarded us the Program Impact Excellence Award, and gave our Board member, Charles Cuomo, its Board member of the Year Award.

Program Evaluations. As an organization that relies on the proceeds of grants and donations to provide services to the community, we are experienced in gathering and providing data demonstrating the effectiveness of its programs and adherence to pertinent rules and regulations. We have a process in place to electronically collect and track demographics, attendance, pre-and post-assessment scores and survey data. Data is evaluated on a weekly basis at leadership meetings to ensure program quality. Changes are made as needed. The subjects of parent workshops are chosen based on feedback obtained from questionnaires collected from participants in previous years' workshops.(1) At the direction of the 21st Century Project Director, required data will be collected and submitted monthly to DOE and other partners within our 21st CCLC program. Also responsible for 21st CCLC oversight, the Project Director will work with an independent evaluator to maintain the evaluation activities and timeline.

3.3 NEEDS ASSESSMENT.

Demographics and Risk Factors of Target Population. The BGCSLC leadership team met with community leaders and used data elements from a variety of sources, including its

close partners, St. Lucie Public Schools, to identify target populations and pinpoint strategies to meet the educational needs of students and their families.

Academic Needs Assessment. Based on 2018-19 school year Florida State Assessments (FSA) from the Florida Department of Education portal, it is clear that Westwood students, on the whole, are in trouble academically. Fully 59% of them did not achieve at grade level in English/Language Arts (ELA), and subgroups within Westwood performed even more poorly; 68% of economically disadvantaged students, 88% with disabilities, 91% of English language learners (ELL), 53% of Hispanic students, and 75% of Black students did not achieve at grade level. The numbers are worse in math: Overall, 73% of students failed to achieve at grade level, including 77% of economically disadvantaged students, 81% of students with disabilities, 88% of ELL students, 84% of Black students and 71% of Hispanic students. Science and social studies scores are marginally better: Overall, 37% of Westwood students score below grade level in science, and 48% below grade level in social studies.

Based on Fort Pierce Westwood Academy's most recently published School Improvement Plan, in the areas of ELA, Math, and Social Studies, students scored well below the state average, and in ELA and Math, scored below the district average. Collectively, the score was 14 points lower in algebra and geometry. Additionally, data shows that almost 54% of discipline referrals were due to classroom disruption, indicating that learning was often disrupted as well.

The City of Fort Pierce encompasses 21 square miles, with a current population of approximately 46,000. The city suffers from a high rate of violent crime, especially gang-related violence, which places youth at an increased risk of truancy, academic failure and low civic engagement. According to Macrotrends.net, in 2018 Fort Pierce had 6.14 violent crimes per 100,000 population, compared to Florida with 3.85 per 100,000, and the national rate of 3.81 per 100,000 population. In 2019, the St. Lucie County Sheriff's Office formed a task

force to crack down on gang violence and late that year arrested 70 people, 54 of whom were gang members, and confiscated dozens of firearms.

According to the U.S. Census Bureau, the 34947 zip code area had a median annual income in 2018 of \$28,262, far below St. Lucie County (SLC)'s median income of \$47,132 and the state average of \$50,883. While 37% of the total population lived in poverty, its young people suffer more. In 2018, 54% of those under 18 lived in poverty, and Westwood's young people were even worse off, with 85% of students economically disadvantaged, according to state Education Department statistics. Westwood reports that 100% of its students receive free or reduced-cost lunch at school.

Low income affects students in several ways. For example, a high percentage of students who drop out of high school and college are low-income, of ethnic minority status, or have disabilities. Children from low-income families often start school as much as three academic years behind their peers. Other risk factors, such as living in a single-parent family, exposure to alcohol or drug abuse, poor housing and living conditions, or low parent education levels, especially when combined with poverty, can increase children's chances of adverse outcomes. Additionally, children affected by multiple risks are the most likely to experience school failure and other negative outcomes (Robbins, Stagman & Smith, 2012). Other research confirms poverty's negative influence on student behavior, achievement and retention.

Lifestyle Risks. The effects of poverty are felt in matters of health as well. People living in poverty cannot afford healthier food choices, and so are more prone to a variety of health problems throughout their lives, starting at the earliest ages. According to the state Health Department (2019), 26% of St. Lucie County children over the age of 2 who participate in the WIC program are obese. The consequences of obesity during childhood are well known and include high blood pressure, high cholesterol, insulin resistance and type 2 diabetes, breathing problems, joint problems, depression, behavioral problems, and issues in school.

Florida Department of Health 2018 data shows substance abuse rates among middle school students in St. Lucie County were 22% for tobacco or vaping, 23% for alcohol, and 8% for marijuana, all close to the Florida state averages. According to the 2018 Florida Youth Substance Abuse Survey, middle and high school protective factors – such as family opportunities and rewards for pro-social behavior, school opportunities and rewards for pro-social behavior, and religiosity – were slightly lower in St. Lucie County than in Florida or the United States as a whole, and some risk factors were slightly higher. The countywide prevalence of protective factors dropped by 10% from 50 in 2016 to 45 in 2017.

To validate the need for 21st Century programs in our community, BGCSLC leadership involved itself in a number of community groups. For example, we played a leadership role in the Violence and Delinquency Subcommittee of the Roundtable of St. Lucie County, a collaboration of community leaders and organizations tasked with determining the most pressing needs of Fort Pierce's youth. During the course of this year-long work, it became clear that children in the community needed strong academic support and their families would benefit from the family support features that a 21st Century Community Learning Center would bring to the area.

The subcommittee found a number of risk factors in neighborhoods within the city, including a high exposure to poverty, high exposure to family conflict, and early initiation of problem behaviors, all of which combine to set the climate and culture of the area. In addition, two highly negative social norms were noted – a fear of consequences if residents reported crime to authorities and a ready availability of weapons, alcohol and drugs throughout the community.

We also met with parents, school staff and St. Lucie Public School administrators and used up-to-date data from such reliable sources as the U.S. Census Bureau and the Roundtable of St. Lucie County. Our CEO also served on the local Workforce Readiness Task Force. We currently provide before- and after-school programs at 15 public school

locations throughout the County in partnership with St. Lucie Public Schools as well as after-school programs at our five neighborhood Clubhouses. We provide summer programs at the Clubhouses and a select number of school locations.

According to the Afterschool Alliance, for every child enrolled in an after-school program in the United States, there are two others who would attend if a program were available (2). In St. Lucie County, demand for quality, affordable after-school care is high. In addition to BGCSLC, other community and church organizations provide after-school care in St. Lucie County, but a Roundtable survey showed that 40% of respondents said there is not enough affordable child care, while 47% agreed there is a need for more subsidized child care, supporting BGCSLC's conclusion that there is a need for more quality programming.

Meeting the Needs. Club Panther addresses the needs of this community by providing kids with academic help, guiding them to healthy decision-making, nutritional awareness and problem-solving skills in a safe, structured and fun learning environment. Westwood's latest School Improvement Plan (3) reported a need for improvement in mathematics and English/Language Arts. These are areas where we can help through small-group instruction during our academic periods. Our small group instruction and differentiated instruction will increase students' ability to think critically and acquire content. Our Social Emotional learning instruction focuses on improving students' emotional intelligence as another means of improving their academics.

Club Panther also addresses St. Lucie County's considerable needs in the areas of job readiness. The county's pre-COVID unemployment rate was 3.3%, and many jobs were going unfilled because of a lack of trained workers. Our close relationships with the Economic Development Council of St. Lucie County and CareerSource Research Coast give us first-hand knowledge of the training teens need in order to find and keep jobs in a tight market, especially the "soft skills" that employers seek today. And what's unique about a

BGCSLC program is that it's conducted in collaboration with the young person's school and classroom teachers.

We will rely on numerous community resources to help meet the needs of Club members, as can be seen in the attached Partner's Table. In the course of assessing the need for 21st Century services, we have reached out to private high schools within the Westwood Zip Code.

3.4 COMMUNITY NOTICE AND DISSEMINATION OF INFORMATION

Community Notice. BGCSLC has been proactive in informing the target community about its intention to submit a 21st CCLC application. An announcement was placed on our website, www.bgcofslc.org, and on our Facebook page. Notice has been posted on parent bulletin boards at applicable BGCSLC's Clubs. Club leadership has met with officials of the St. Lucie School District to invite them to collaborate on this submission. By May 29, 2020, we will provide community access to its 21st CCLC grant application by posting the complete application on our website, www.bgcofslc.org. We will distribute informational flyers directing the public to the application on the website.

Webpage. To ensure that the community has the latest information about Club Panther program activities – in all the ways they might want to receive that information -- BGCSLC has created a multi-platform strategy to ensure maximum dissemination of information. We will maintain a webpage devoted exclusively to the program, easily accessible on our home page, www.bgcofslc.org. A staff member in our Resource Development Department whose job description includes maintenance of the website will be charged with maintaining the Club Panther site, and will have appropriate pages operational within one week of notice that the program has been funded.

Our website will be updated regularly with dated material. Among information to be displayed will be the approved program application; program contact information; a list of

scheduled events and activities; program impacts; a schedule of parent meetings and a “news” section that will include descriptions of activities and student projects. We have proposed that St. Lucie Public Schools link to this page, providing another logical pathway for interested persons to learn about the program.

Public Relations. Further, we will submit articles to local newspapers, including the *St. Lucie News-Tribune* (the newspaper with the largest circulation in the target area), and will enlist the services of local radio stations, including those serving the area’s Hispanic and Haitian communities, to publicize the program and its services.

Brochures containing information on program activities and upcoming events will be distributed to Westwood, both for school administrators and teachers and for distribution to parents who may request them.

3.5a PARTNERSHIPS AND COLLABORATION

Partnerships. We enjoy the current support of several partners whose collaboration will ensure that all elements of the 21st CCLC program are operating optimally and will enrich student/family member activities. St. Lucie Public Schools will promote Club Panther program in its schools and see that data collection, so essential to ensuring students’ progress, is completed properly. The district’s Child Nutrition Services will provide students with daily nutritious meals during the school year and lunch and snacks during summer.

Additional partners include: the Roundtable of St. Lucie County, which will support BCGSLC with information about gangs and juvenile crime, and its Kids at Hope subsidiary, which will train staff and parents in communicating and motivating children; the state Health Department, which has committed to providing health education programs for students and their parents; 211, which will run a community resource workshop for parents; Seacoast Bank, which will provide a parent workshop on finances and taxes; and the Fort Pierce Police Department and the St. Lucie County Sheriff’s Department, which will run programs teach students to avoid gangs and crime. Attached is a partners table with letters of support. During

the year we will strengthen programming by adding strategic partners.

Collaboration

Collaboration During the Development of the Application. In accordance with ESSA Sec. 4204 (b)(2)(D), the 21st Century Community Learning Center has been designed and will be carried out in collaboration with Westwood, where students go to school. We included the school during the needs assessment and in developing the program. Our close relationship with the St. Lucie Public Schools made it possible to consult with regular school day administrators and teachers to align learning activities, program objectives and enrichment activities with the school's curriculum and improvement plans, and support letters from the St. Lucie Public Schools Administration are attached. We also know that hiring teachers who work at the school will cement relationships between the program and the school.

Continued Collaboration. BGCSLC has developed several strategies that allow it and the St. Lucie Public Schools to continue to collaborate to best meet the needs of the targeted students. For example, as mentioned above, we provide access for Club members to IReady, the online learning system used by St. Lucie Public Schools. Based on Westwood's improvement plan and taking into account the facts that 85% of its students are disadvantaged and 100% receive free or reduced-cost lunch at school, we have focused our academic programming on strategies that best meet the needs of disadvantaged students. We also will ensure that communication is maintained at several levels between the organizations, including phone conversations, email and meetings among the Site Coordinator, 21st CCLC teachers, the School Advisory Committee, Westwood's school day teachers, the Project Director, BGCSLC and school administration. The site coordinator will work with these parties to evaluate student needs and make additional referrals throughout the year, monitor student progress, identify underperforming students, and develop remediation plans. They will also administer and evaluate a teacher survey and attend

advisory board meetings and the parent orientation meeting.

3.6 TARGET POPULATION, RECRUITMENT AND RETENTION

This program targets students grades 9-12 who attend Westwood, a C-rated school in Fort Pierce whose current demographic profile is: Grades – 9th: 30%; 10th: 29%; 11th: 22%; 12th: 19% and 51% male and 49% female. In terms of ethnicity, the school population is 54% black; 25% Hispanic; 18% white; 2% multi-racial; and 1% Asian. State statistics report that 85% of students are economically disadvantaged, 9.6% are English language learners and 11.2% have disabilities.

These students live in neighborhoods affected by poverty and crime. As referenced in the Needs Assessment, studies show that factors including single-family households and low income, high-crime neighborhoods are known to create significant barriers to academic achievement. Approximately 80 students will participate daily in school-year Club Panther activities at Westwood, and 40 during the summer.

Reaching Students and Parents. BGCSLC, in close cooperation with the St. Lucie Public Schools, is using several techniques to reach qualified students and their parents. We will draw from students identified by school administration as scoring below Level 3 on standardized testing in all core subjects. Students with special needs, regardless of the severity of need, will not be excluded from services provided they can be safely accommodated within the program. Additionally, we will collaborate with the school district to review individual education plans to make accommodations appropriate to student needs.

Because of the large number of students who scored below proficiency level on state assessments, the program may have to institute a first-come, first-served policy for enrollment. Through the school, we will distribute flyers and other promotional material to inform parents of 21st CCLC goals and objectives. A waiting list of students who want to enter the program will be maintained.

Printed materials promoting the program in English and other appropriate languages

(Spanish and Creole) will be sent home with students to targeted families during the first week of school. We will promote the program during the school's Open House. We will engage the adult family members of Club Panther by holding an orientation meeting and subsequent quarterly parent workshops/parent nights. Our safe and supportive environment will allow Club staff to create enriching experiences for our students. The Club experience will influence students to participate day after day, and member enthusiasm, in turn, will influence parents to ensure their children continue to participate.

Retention. We have adopted strategies to ensure that students consistently attend our 21st Century programs. They include asking parents to sign agreements stressing the expectation that their child will participate in the full program each day; and ensuring that the school district's principals, teachers and other personnel remind students of the need to stay in the program until completion each day.

We continually monitor attendance using EZReports software. Program staff identify students who are not engaging fully in the program and create individual action plans to encourage students to attend regularly for an extended period of time. After a second absence, we send a letter to reminding parents that they signed an agreement committing their child to regular attendance. Should there still be attendance issues, program leadership seeks guidance from the Advisory Board.

3.7 TIME AND FREQUENCY OF SERVICE PROVISION FOR STUDENTS AND FAMILIES

Club Operating Hours. During the school year the Club will be open 10 hours a week, Monday through Thursday, from 2 – 4:30 pm. During summer, it will be open 20 hours a week, from Monday through Thursday, from 11-4.

Adult Family Member Activities. It is well established that young people do better

educationally when their parents are involved in the educational process. As a result, the overall goal of the adult family member programs is to encourage parental support for their children's educational development, including helping increase their literacy skills. The first activity will be a parent information session reviewing the 21st CCLC program requirements and activities, along with providing information about resources in the community available to parents, conducted by the 21st CCLC Project Director and 211. Further family activities will be meaningful and will include four additional Parenting Workshops: 1) December 2020 – The Power of Words, conducted by Kids at Hope; January – Financial Literacy/Tax Tips for Parents, conducted by various finance/tax experts; March 2021 How to Help Your Child Read, conducted by Big Brothers-Big Sisters; and May 2021, Social Emotional Learning, St. Lucie Public Schools.

3.8 Program Evaluation

Selection and Qualifications. The Boys and Girls Clubs of St. Lucie County utilized a competitive bid process to select an experienced *Independent Evaluator* for this project. The selected evaluator has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting to both the FLDOE and USDOE. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As per agreement, the Lead Evaluator will personally conduct all evaluation tasks for this project. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations.

Evaluation Plan and Activities. Based on the research-based concept of M.Q. Patton, the 21st CCLC evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models). Rather, developmental evaluation brings rigor,

method, and understanding to highly complex and evolving systems (which includes the majority of education programs). In essence, this model evaluates programs in “real time”, embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the Utilization-Focused Evaluation (to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented evaluation approach, with an emphasis on knowledge integration and communication of results both internally and externally.

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

outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Data Collection and Timeline. The following provides the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency with which the data will be collected. When possible, specific instruments are listed. Details about measures specific to objectives are provided in the objectives table (attached). Data collection will include: (1) Average daily attendance and student enrollment (*Monthly*); (2) State Standardized Assessments in Reading, Math, and Science (*Annual – Prior and Current Years FSA for grades 3-5, FCAT Science 5th grade only*); (3) District-Based Diagnostic Assessments (*all grades*) in Reading, Math, and Science (*Bi-Annual*); (4) School Grades in Reading, Writing, Math, and Science (*Quarterly*); (5) School records on student absences from regular school day (*Bi-Annual – Mid-Year and End-of-Year*); (6) Pre-post curriculum-based knowledge assessment in Social Emotional Learning (*Quarterly*); (7) Pre-Mid-Post Physical Fitness Assessments (***Quarterly***); (8) Teacher and Staff Surveys on student impact and change (***Annually***); (9) Attendance logs from parent events (***Monthly; By Event***); (10) Adult Literacy Performance Surveys (ALPS) from all literacy-based parent events (***Monthly; By Event***); and (11) FLDOE Student and Parent Satisfaction and Impact Surveys (***Annual***).

Data Collection, Maintenance, and Reporting. The St. Lucie County School District has agreed to maintain the current data sharing agreement with the Boys & Girls Clubs of St. Lucie County to provide any and all necessary data to complete the proposed and required state and federal evaluation reporting requirements. Provided data includes all student demographics, state standardized tests (from all prior and current years), student report card grades, district diagnostic results on all students, and a variety of other data used for the evaluation process. The program will collect and provide all required teacher surveys, parent surveys, student surveys through the procedures developed by the FLDOE and enhanced

with the strong connection with the parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by the FLDOE or developed by the program. The FLDOE will have access to all FERPA-compliant data collected by the program.

Coordination of Evaluation Activities. The evaluation process will be coordinated with program staff, students, family members, and other stakeholders. Program staff will be provided training by BGC St. Lucie administrators on how to use the evaluation findings to inform decisions at the classroom and site levels, while also using ongoing data assessment to drive differentiated instruction within the broader project-based learning plans. Students, parents, and stakeholders will be part of the Advisory Board and will help inform program content that drives the evaluation of program processes and impact. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

Examining Program Impact. A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by July 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using the Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table.

Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

Reporting Outcomes. As detailed above, the evaluation process will include all elements of the required Reporting Outcomes detailed in the Request for Proposal. The External Evaluator will submit and validate all data to the US Dept. of Education 21st CCLC data collection system. The program and the external evaluator are fully aware that there may be changes to the online method of collecting data through the US Department of Education, as well as potential changes with data collection by the Florida Department of Education. The program and the external evaluator are committed to submitting all required data as instructed and through whatever system developed by these entities. The program and external evaluator are also committed to 'beta test' and assist with the development of any data collection or reporting system for the Florida Dept. of Education or the US Dept. of Education with regards to 21st CCLC programs.

Use and Dissemination of Evaluation Results. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Monthly conferences will be held with the evaluator, project director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. Data will also be utilized by the project director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the project director, and (under the developmental evaluation model) will help guide the program in refining and addressing any identified concerns within the complex and evolving system of the 21st CCLC program. In addition, all 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation

activities. Finally, evaluations will be shared electronically with all stakeholders (e.g., the Board of Directors, administrators, parents, partners) to share information and encourage feedback. To inform the community, evaluation results will be uploaded to the 21st CCLC website.

Program Objectives. Program objectives have been prepared, as required, and placed on the Measurable Objectives and Assessments form required by the FLDOE. Please refer to the completed form, *2019-2020 RFP Measurable Objectives and Assessments* in the attachments.

3.9 APPROVED PROGRAM ACTIVITIES

The BGCSLC 21st Century Community Learning Center provides academic enrichment activities and other enrichment activities – many project-based -- that align with identified student needs. Some examples include cooperative learning; auditory learning; computer-based learning; and visual and tactile learning, such as the Getty Museum’s curricula, including Language Through Art. Program lessons are designed to meet students where they are academically. Scaffolding and differentiated instruction support student academic achievement. Implementation of scaffolding includes model/demonstrate, describing concepts in multiple ways, visual aids, time to practice, and activating prior knowledge. Likewise, differentiated instruction may include grouping students based on knowledge, creating tiered lessons, providing study guides, and leveraging students’ strengths.

Social Emotional Learning (SEL). Club Panther’s programming is steeped in SEL principles. It uses Train Up First (TUF) a Social Emotional Learning program that also helps improve the academic performance of the students who take part in it. TUF provides young adolescents with alternatives to risky behavior through blended learning activities designed to develop greater self-esteem and self-confidence; equip students with skills needed to resist peer pressure to use drugs and alcohol; educate students about mental health; prevent students from using aggressive behaviors including sexual harassment and violence; teach

students ways to cope with stress and anxiety; and enhance cognitive skills to reduce and prevent various health risk behaviors.

TUF, which is aligned with CASEL (Collaborative for Academic, Social and Emotional Learning) standards in several core competencies, ensures that Club Panther members learn such important SEL lessons as listening to others, effective communications, avoiding bullying, and dealing with stress. Club Panther personnel will participate in the robust training program offered by the TUF organization.

Our curriculum also will feature Growing Leaders, an SEL-based program that builds teen leadership skills by increasing their self-awareness and emotional security. Teens learn how to turn their core values into action in ways that inspire other teens to follow. This is of particular importance in Fort Pierce, where numerous gangs have been identified as active and recruiting members.

Homework Help and Remediation. Students will receive homework help for a minimum of 30 minutes each day. Extra attention and focused assistance will be given to at-risk students and those in need of motivation and direction. Club members will have access to several online learning systems employed by the St. Lucie Public Schools, including IReady, which allows them to maximize the use of their homework help time by completing the online homework and remedial work assigned by their teachers.

Academics. Students will improve English/Language Arts skills through a culturally-responsive platform used to develop literacy skills and deepen content knowledge called Flocabulary. This is an online program that includes a full suite of features to engage students in learning, master content, build vocabulary, grammar, reading and writing skills. This program, led by high school-certified subject area teachers, embraces features such as music, art and real-world experiences to engage 21st Century learners. A Vanderbilt University study showed that Flocabulary helped students become more engaged in their studies and helped disengaged students become more engaged.

Additional academic enrichment will include tutoring. Since the St. Lucie Public Schools' 2018-19 state assessment scores in reading and math show that targeted students are struggling to meet state proficiency levels, the 21st Century Explorers program will incorporate a **tutoring program**. Working with small groups of students, each tutor (certified teachers) will provide literacy and math instruction. The students will be in small groups because research shows that tutoring in such groups can be highly effective. Small-group tutoring can be more effective than one-on-one instruction because of the positive effect other students can have on the learning process

Club Panther's academic program also features LEGO Education. Members will use LEGO Mindstorms EV3 kits to learn coding and robotics, in the process further stimulating their interest in science and math. Working with LEGO Education increases fine motor skill development (important to students with disabilities) and spatial awareness and develops constructive problem-solving and lateral thinking, and teaches children concentration and focus. It helps develop teamwork, communication and organizational skills, all in a fun and engaging manner. All these attributes are not only beneficial for academics, but also for development of life skills. We anticipate that students' interest will be further stimulated through participation in annual robotics competitions with other Clubs.

We agree with Governor DeSantis that "a knowledgeable and skilled workforce is essential for future economic growth and expanded opportunity" (Executive Order 19-31), so **Career and College Readiness** is a key component of our academic program. Students will spend at least two hours a week on career or college readiness. McKinsey Global Institute research states that workforce development training methods must encompass five important components. We are adopting these five methodologies that McKinsey has found should be part of a successful program.

--We are implementing a blended learning environment, whereby instruction is delivered in many ways. Students will be exposed to online learning, classroom learning with a certified teacher, and mobile methods, such as college and career field trips.

--Assessment will be done regularly to ensure that problem areas are identified and addressed. The goal is that students will show mastery of all necessary skills.

--We will use immersion techniques to engage participants, resulting in better overall performance.

--We will use specialized modules that integrate technical, behavioral and mindset skills – including Social and Emotional Learning and students' oral and written skills -- all of which our members need to prevent on-the-job failure.

--The majority of the curriculum emphasizes practical tasks. Approaches include physical and digital, such as animations and site visits.

Further, the McKinsey research says that programs that operate in isolation tend to fail. To avoid this outcome, we are fortunate to be able to rely on the talents of many of our business partners, who have committed to sharing their stories and experiences with our students.

Career readiness also will be developed through elements of a career-focused curriculum called **YESS** (Youth Employment Success Solutions), created by CareerSource Research Coast, as well as other curricula, all designed to provide teens with job-readiness and career exploration information. These materials will broaden teens' horizons, give them practical skills that improve their employability and ultimately, prepare them for a career and/or college. The curriculum strongly emphasizes "soft skills," which the St. Lucie County Economic Development Council says are essential for successful job prospects and often are lacking in people applying for jobs in the area. Club members will start on the path to learning, networking, problem-solving and critical thinking skills before they enter the employment market. Soft skills include other behaviors that businesses expect in employees but that must be learned, including arriving for work on time, effectively communicating with

co-workers, and being part of a team. Learning these skills now will give these young people a leg up over other less-prepared job candidates.

Preparing for College and Technical School. Club Panther's certified teachers also will focus their attention on helping students who are interested in pursuing education beyond high school. These activities will include a focus on the basic academic skills needed to succeed in the crucial SAT and ACT tests, as well as helping students learn how to write college applications and essays. Club Panther will align with Westwood's School Improvement Plan through the YESS program, allowing students to research careers and colleges. In addition, students will have opportunities to explore colleges throughout Florida as they attend college tours and visit myriad local businesses to examine professional, business, and technical careers.

Dropout Prevention/Credit Recovery. A feature of Club Panther that is sure to attract students is credit recovery, the ability of students who have failed a class to redo schoolwork or retake a class through alternate means and thereby avoid failure and earn academic credit. Students, under the guidance of certified teachers and Club staff, will work on assignments that can earn them make-up credits. This program aligns with Florida Statute 1003.4282, which mandates that all students pass 24 credits to graduate with a standard high school diploma.

Remedial education also will be provided through summer academic reinforcement. Because the St. Lucie Public Schools' 2018-19 assessment scores in reading and math show that targeted students struggle to meet state proficiency levels (see scores in Needs Assessment), Club Panther will incorporate additional remediation opportunities during the summer. Designed to combat the learning loss that often occurs during summer vacation, BGCSLC's summer academic program consists of six weeks of state-aligned learning modules that provide engaging, project-based activities with an emphasis on math, literacy,

science and 21st century skills.

Other Enrichment Activities.

Lifestyle Programs. Students have access to a variety of enrichment activities, led by qualified staff, that advance their academic achievement and support their overall success in life. They participate in healthy and active lifestyle programming, including regularly scheduled structured physical activities. The program design is dynamic and interactive, and encourages open discussions. It also features engaging, hands-on activities to maintain excitement and interest. The programs are designed to build the skills, attitudes, knowledge and behaviors essential to an overall healthy lifestyle. The programs help our students to sustain the health of their minds, bodies and souls by increasing healthy decision-making skills, nutritional skills, and physical fitness skills.

Structured physical activities include a variety of physical fitness activities including dance, yoga and team sports. Students receive coaching in sports leagues, developing their coordination and leadership skills. Organized social recreation strengthens character, increases confidence and enhances the ability to relate well to others. As a result of participation in these programs, Club Panther members should improve their level of physical fitness by increasing physical activity; encourage achievement, cooperation and sportsmanship; learn rules related to equipment, facilities and games and good behavior; develop self-confidence; and learn how to relieve stress in a positive way and how to relax in such stressful situations as during exams.

Students also have the opportunity to take part in a variety of special clubs and activities scheduled throughout the four-day program week. These clubs, taught by contractors who partner with us or by our staff, typically include a variety of visual arts, drama, music and foreign languages. More than one club will be offered each week, giving students the chance for multiple engaging experiences that stimulate interest and attendance.

Students participate in **drug and violence prevention programming** that uses a variety

of curriculum sources to help drive healthy lifestyle choices by teaching youth how to resist alcohol, tobacco and other drugs, and early sexual behavior. Using age-appropriate modules, they gain knowledge, skills and self-esteem to help make healthy choices and practice responsible behaviors. Of special importance in Fort Pierce, where gangs are active and recruiting members, this program counteracts the negative lures of gangs, violence and street influences on young people. It teaches young people how gangs work and how to resist being recruited, how to recognize and resolve conflicts peacefully, and how to become positive peer helpers.

3.19 Staffing & Professional Development

Staffing Plan. The BGCSLC Club Panther Program will be staffed as follows: Project Director (4 yr. degree) is directly responsible for the operations and implementation of the 21st CCLC program. Has fiscal accountability, oversees collection and preparation of program data for performance reports, implements professional development under the guidance of COO. The Site Coordinator will coordinate schedule and provide oversight of the 21st CCLC certified teachers, enrichment program specialists and volunteers, and is responsible for smooth operation of 21st CCLC program both with school administration, school teachers and school support staff, as well as for development and implementation of adult family member activities and for serving as collaboration liaison with the school. Certified teachers (possess a valid FDOE certificate) will provide academic instruction to actively participating 21st CCLC students. Enrichment Program Specialists provide instruction and assist teachers. The ratio of students to staff will be 10:1 for academic activities and 20:1 for other activities. The Curriculum Coordinator and Assistant Curriculum Coordinator are responsible for the design and coordination of curriculum. Human Resources will maintain payroll records, perform payroll tasks, and maintain compliance with State and Federal rules governing payroll for the federally-funded 21st CCLC program. Contractual services: an independent evaluation service provides external evaluator services exclusively for 21st

CCLC project. All employees must pass a Level 2 FBI background screening. At least two staff members with CPR and First Aid certification will be present at all times at the facility.

Hiring. The plan to recruit, hire and train any new staff needed for the program is based on our positive and productive ongoing relationship with St. Lucie Public Schools. This relationship allows us the opportunity to work with the principal and draw teachers directly from Westwood. Other program specialists come as a result of marketing to local colleges and career centers such as Career Source Research Coast. Job opportunities are also posted on Indeed, Glassdoor, and LinkUp. The BGCSLC Human Resources Department is responsible for hiring. All applicants must apply online at www.bgcslc.org. Once an applicant is selected, he/she will be interviewed by the hiring manager of selected department/location. HR will conduct background screenings for those potential applicants. Once backgrounds are complete, all new hires participate in a four-week onboarding as well as ongoing educational opportunities. The required organizational charts are attached.

Professional Development BGCSLC takes pride in professionally developing its staff. Club Operations and Human Resources plan robust monthly trainings during the year in subjects identified as a need. Quarterly hands-on trainings take place for specific educational and enrichment programming. Onboarding includes knowledge of the 21st Century program, extensive safety measures, and behavior management.

Staff will participate in Social Emotional Learning training supported by Tykes & Teens and provided by Train Up First (TUF), the evidence-based SEL program that is part of the curriculum. In addition, training provided by Tykes & Teens, a local mental health agency, will deepen staffers' knowledge of Trauma Informed Care. Training for the 21st CCLC staff will include data collection and outcome measurement and implementation of key program activities.

3.11 Facilities

The Program will be held at FORT PIERCE WESTWOOD ACADEMY THE WEST PREP

MAGNET (WESTWOOD). We will have access to the cafeteria, which can accommodate more than 1,000 students, classrooms, the media center and outdoor athletic facilities, where team sports will be held. Classrooms will accommodate such activities as ACT/SAT Prep. The media center will be the location of distance learning. During the school year, students safely walk from their final class each day to check in at the cafeteria. The building is completely under air and security measures are in place. Because of their location within a school building, the facilities provide an appropriate, accessible, safe, and secure venue for the program.

Childcare Licensing. Because it is subject to more stringent Boys & Girls Clubs rules and procedures, our facility at Fort Pierce Westwood High School is DCF-exempt from day care licensing. We apply annually for this exemption.

3.12 Safety and Student Transportation

Student Safety. All Club Panther staff, other Club employees and volunteers undergo a Level 2 background screening. Upon arrival all participating youth must check in. Adult family members must complete Club's written permission form to allow students to walk home. All Club Panther visitors must sign in and out on a visitor registry. Students transition from one activity to the next under staff supervision. All rooms not in use are locked and no youth or group of young people is left alone.

Emergency student accident management and reporting procedures are in place. Emergency response drills are conducted regularly and logged. Emergency contacts are kept on file for students. Field trip activities require a ratio of one staff member to supervise ten children. Safety procedures include the buddy system, regular head count and training to identify symptoms of heat exhaustion.

We have an extensive field trip and safety policy that covers permission forms; number of employees, with walkie-talkies, who accompany students on trips; and the requirement that students never be left unsupervised; that each group leader have a class roster of the

children for which they are responsible; and the requirement that a person certified in CPR be on every trip. Attendance is taken before getting and off the bus. A First Aid kit must always be available and incidents must be documented. The Safety Manual includes a detailed injury reporting policy.

Student Transportation. Because all members are students at Westwood, they already are in the building when school year program activities start each day. At the end of the day, the program will transport students to centralized locations, from which they can either safely walk home or be picked up by parents. During summer, they will be picked up from and dropped off at those centralized locations. Buses will be provided by BGCSLC and St. Lucie Public Schools, and the bus owners will be responsible for the maintenance and safe condition of their vehicles. All drivers will undergo a Level 2 background check and will be required to have a CDL license.

3.13 Sustainability

Over our 25-year history, our organization has sought to diversify funding with all programming. Each year, our Board of Directors, executive team, and resource development team work toward a budget that is balanced with income streams from public support, government and local grants, program fees, corporate partnerships, individual giving, and special events. We also rely on the support of numerous community partners that are in long-term collaborative relationships that promote students' academic achievement and provide out-of-the-classroom educational experiences. BGCSLC's marketing plan includes communication with existing partners and cultivation of new partners to increase interest in the 21st Century Community Learning Center program and its students' accomplishments. By continually increasing partner relationships and community awareness of the program, we anticipate being able to grow the program throughout its five years of existence and position it for further growth in the period beyond five years.

Advisory Board. We will create a 21st CCLC Community Advisory Board to ensure the program enjoys widespread community support. Advisory Board members will include at least two parents, one regular school day teacher from Westwood, and other members representing community organizations and the private sector. The Board will meet at least twice yearly to discuss matters of interest or concern to its members, including future 21st Club Panther programming and activities, program evaluation results, program operations and active recruitment of resources to implement the sustainability plan. Our leadership will work with the Board to seek future community support for the program as well as other sustainability options.