

Application: 2022-23 21st Century Garden Terrace

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2022-2023 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposals

Summary

ID: 0000000020

Status: APPROVED

Last submitted: May 20 2022 01:36 PM (EDT)

Scope of Work/Narrative Form

Completed - May 20 2022

Scope of Work/Narrative Form

Project Design/Scope of Work

The proposal must be completed in the online system used by the department. Each section below will appear in the online system. Applicants may work independently on the application or invite others within their agency to collaborate on a single application using the online system. The department encourages applicants to work collaboratively within their agency on each application to build ownership of the program components across the agency and within the local community.

3.1 Project Abstract/Summary

Instructions

Complete a short statement (no more than 100 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Use the template below. Post a statement for each site using the template.

Template Text

(Agency Name) operates the (Name of the Program) at (Address, City & Zip) of Community Learning Center. (Number of) students are provided programming during the (school year and/or summer) from (start time) to (end time), (days of the week of program operations) beginning (program start date) to (program end date). Program activities include (name of ESSA approved program activities included in application).

Refer to the RFP for more information.

Boys & Girls Clubs of St. Lucie County (BGCSLC) operates 21st Century Explorer at its Garden Terrace Clubhouse, 3104 Avenue J., Fort Pierce, FL 34947. Eighty-five students are provided programming during the school year Monday-Friday from 3:30 to 6:00 p.m. from Aug. 1, 2022 to June 1, 2023, and summers from June 5, 2023 to July 28, 2023, 8 a.m. to 4 p.m. Program activities include academic enrichment, homework help and personal enrichment activities. Eleven adult family activities focus on teaching strategies to support their children's academics and resiliency.

3.2a Site-Level Funding Eligibility Upload

Instructions

Go to the Know Your Schools portal at <https://edudata.fl DOE.org>. Use the search bar to find the school(s) you wish to serve. Determine if the school is eligible by reviewing the School Accountability Summary or LEA-identified support list. If the school has been identified for support, review the Population and Enrollment tab to determine the Student Count. Based on the student count and the other areas that have been identified during the needs assessment, determine how many students are expected to be served at the community learning center site each day. Select the range of students expected to be served for the school year and/or summer for the grant. Note that the maximum funding amount under each proposal should not exceed \$500,000.

Refer to the RFP for more information.

Click [here](#) to download the Funding Request Guide.

Click "Upload a file" to upload the Funding Request Guide.

[GT Funding.xlsx](#)

Filename: GT Funding.xlsx **Size:** 20.8 kB

3.2b Site-Level Funding Eligibility Upload

Number of Sites Served		Site(s) Name
One (1)		Boys & Girls Clubs of St. Lucie County Garden Terrace Clubhouse

3.3a Applicant Capacity

Instructions

Use the dropdown menus to indicate the number of years of experience the applicant has providing expanded learning opportunities for students using federal funding and operating a 21st CCLC program. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation. If the applicant has provided other types of expanded learning opportunities, use the text box in question 3.3b to describe the opportunity.

Refer to the RFP for more information.

	Number of Years	Dates of Operation
21st CCLC	4-5	8/2017-8/2022
Federal Funding	10+	2012-2022
Other Types	10+	2002-2022

3.3b Applicant Capacity

Instructions

If the applicant has held other federal funding, use the text box to indicate the name of the programming and the program dates. *Refer to the RFP for more information.*

EXPERIENCE WITH FEDERAL FUNDS AND 21st CENTURY PROGRAMS:

BGCSLC has more than a decade of experience managing publicly-funded programs. It has operated two 21st Century Community Learning Center sites from 2017 to date (in their final year of funding); U.S. Department of Justice, Office of Justice Programs pass-through funds for a mentoring program at Boys & Girls Clubs, Feb. 2012 to date; U.S. Department of Agriculture funding of the county summer food program, June 2017 to date; funding from the U.S. Department of the Treasury, Coronavirus Relief Fund, August to December, 2020; and U.S. Department of Health after-school meal program, January 2022 to date. In addition, BGCSLC has for years received significant funding from Children's Services Council of St. Lucie County, a taxpayer-supported agency.

BGCSLC's Finance Department follows financial processes that include a strict policy on conflict of interest, multiple signatures on checks, purchase orders for items over \$750, inventory management, annual audits, and monthly financial reports. The organization uses QuickBooks accounting software, a

membership tracking system called VISION and EZReports for 21st Century sites. In addition, BGCSLC employs a grant administrator and has a Human Resources Department. These resources are available to support the 21st Century Community Learning Center (21CCLC) program to ensure that internal and external rules and regulations will be followed.

BGCSLC's 24-member Board of Directors has oversight of and input into the budget through its Finance Committee, headed by the Treasurer, a Certified Public Accountant. The committee reviews budget-vs.-actual data monthly and makes quarterly presentations to the Board. BGCSLC has a professional third-party audit conducted every year to ensure excellent fiscal management. The last three years' audits have resulted in no significant findings.

BGCSLC 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 BGCSLC 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 15 years, previously serving as Board President and a Board member. Armstead holds a Bachelor's Degree in Business Administration. Chief Operating Officer Dr. Pamela B. Welmon holds a Doctorate of Education Degree from Pennsylvania State University and has spent her career in education, specializing in vocational education. Chief Financial Officer Susanne Patterson has been with BGCSLC for more than five years and has held corporate finance positions for more than 21 years. She earned a Master's Degree in accounting from Strayer University. The organization's Department of Continuous Quality Improvement, led by Anastasia Legakes, Ed.D., works with staff to improve programming and reviews practices and procedures to enhance their quality.

EXPERIENCE PROVIDING EXPANDED LEARNING OPPORTUNITIES:

Because students' academic success is a key goal, Boys & Girls Clubs of St. Lucie County implements programs that expand learning opportunities. In the past three years, this is a partial list of programs implemented with various age groups at some of its 23 Clubs: D.I.Y STEM (a STEM program featuring hands-on learning for all ages); STEM Makers (a K-5 STEM program); Financial Literacy (students learn age-appropriate concepts, from the value of money to how to keep a budget); Career Launch (a teen program focusing on career preferences); LitArt (using art projects to teach reading, K-5); Mindworks (hands-on science and math enrichment); LEGO Machines (using LEGO kits to learn science and math concepts); Junior Achievement (teaching K-12 students about the world of business); Second Step (a social skills and resiliency program); Healthy Habits (nutrition); Outdoor Gardening (Plant science, gardening and nutrition); Money Matters (Budgeting for teens); Florida Atlantic University's Ocean Discovery (marine life); Into the Future (workforce readiness); and Debating (organizing thoughts, oral

presentations for teens).

As an organization that relies on the proceeds of grants and donations to provide services to the community, BGCSLC is experienced in gathering and providing data demonstrating the effectiveness of its programs and adherence to pertinent rules and regulations. It has processes in place to electronically collect and track demographics, attendance, pre- and post-program assessment scores and survey data. It regularly evaluates academic performance data and other data that is used to inform programming data at leadership meetings to ensure program quality and make changes as needed, so that each program and activity meets students' interests and increases academic success, with an ultimate goal of improving life outcomes for students and their families.

Furthermore, BGCSLC has extensive experience using audience surveys to inform programming choices. For example, in running past 21st CCLC programs, it has used surveys of parent needs and preferences in helping to choose the subjects of upcoming parent workshops.

3.4a Building Your Program Team

Instructions

Use the text box to identify the members of the program team for this application. Describe the rationale for including each team member and the contribution, value or activities they will bring to the community learning center. Secure a signed letter of commitment for each member of the program team for the duration of the project. *Refer to the RFP for more information.*

PROGRAM TEAM MEMBERS

1. School District Representative, Dr. Kevin Perry, Assistant to the Superintendent. Dr. Perry brings the support of the highest levels of the school district to this project. Because of his role within District Administration, he is uniquely positioned to assist the Team in collaborating with the District.
2. School Administrator, C.A. Moore Elementary School: Dr. Thelma Jackson. As principal, Dr. Jackson's presence on the team provides assurance to all involved that the Program has the school's support. She will help the team with access to its programs, personnel, and records.
School Administrator, Lawnwood Elementary School: Felicia Nixon. As principal, Ms. Nixon's presence on the team provides assurance to all involved that the Program has the school's support. She will help the team with access to its programs, personnel, and records.
3. Community Member: Joseph Richardson, President and Founder, Future Generations, Inc., Fort Pierce,

FL. Mr. Richardson is a long-time public school teacher in Fort Pierce. His work with his Future Generations nonprofit has brought music instruction to many children who otherwise would never had such an opportunity.

4. Parent/Student: Thomasina Gardner has been a parent of a student at C.A. Moore since 2017. Her eldest son is now in middle school, and her three other children are in 5th, 4th and 3rd grades there. Marqulta Henry has been the parent of students at Lawnwood since 2017. Her two older children attended Lawnwood but now are in middle school. Her youngest is a Lawnwood 4th grader.

5. Postsecondary Institution representative: Frank L. Watkins, Jr., Vice President of Student Affairs, Indian River State College. Mr. Watkins is in charge of the College's programs involving students from the community, and has considerable experience in developing engaging programming for teens and young adults. Because he is the representative of a local college attended by many St. Lucie County students, the Team can rely on his perspectives in terms of programming that will help prepare students to advance toward higher education and life skills.

In planning this grant, members of the Program Team met weekly for eight weeks prior to submission, adding new members as time progressed. During this time, members obtained community data, planned curricula, and recruited additional team members

Upon receipt of this grant, members will meet to review application expectations and to drive the efficient implementation of the program. Once this is accomplished, the team will meet quarterly to review attendance and academic and other data indicating program performance, and to recommend changes as needed.

3.4b Letters of Commitment Upload

Click "Upload a file" to upload Letters of Commitment.

[Commitment letters GT.pdf](#)

Filename: Commitment letters GT.pdf **Size:** 2.8 MB

3.5 Engaging Stakeholders

Instructions Use the text box to describe stakeholder engagement in the community learning center. Describe the types of stakeholders engaged during the development of the application. Describe the plan for the frequency and method of engagement during the project period and the topics in which

stakeholders will be engaged during the implementation of the 21st CCLC program. Describe how the community learning center will receive feedback from the stakeholders and how that feedback will be implemented in the development of the program activities. Survey the stakeholders to determine what is needed in a community learning center.

Refer to the RFP for more information.

BGCSLC has engaged stakeholders from key community segments, all of which are important to the success of a 21st Century Community Learning Center.

Representing elected officials are Sean Mitchell, Chair of the St. Lucie County Commission, and Fort Pierce City Commissioner Curtis Johnson, who represents the city's District 1. Representing the nonprofit sector are; Joan Friedman, Executive Director of Heathcote Gardens, Fort Pierce, which draws guests from all over the region; and Maygan Johnson, Executive Director of PACE Center for Girls-Treasure Coast, an agency serving both Fort Pierce and Port St. Lucie.

BGCSLC interviewed all stakeholder representatives prior to the application process. They were asked about the greatest needs facing the community, issues facing schools throughout the county, challenges that young people face and how best to prepare young people for the 21st Century workplace. Their responses are incorporated in the needs assessment and are reflected in the program design. The outcomes of stakeholder engagement can be seen in Section 6, Assessing Program Needs.

BGCSLC will continue to engage with stakeholder representatives, reaching out to them on a quarterly basis to inform them of the 21st Century Community Learning Center's progress, inviting them to participate in the Center's activities, and conducting follow-up discussions on community needs and the Center's role in helping its students succeed.

Based on initial discussions, BGCSLC has identified a number of topics that were of great interest to the stakeholder representatives and that will be discussed further with them in future sessions, which will be held quarterly. These include: strategies to reduce generational poverty; changing needs of the community and its schools; ways to create and attract jobs that pay a living wage; meeting the needs of a culturally diverse population; and their expectations for the next generation of students. Stakeholder representatives also will be invited to participate in public events held by the Center during the year.

BGCSLC's teacher survey was electronically distributed to teachers at C.A. Moore and Lawnwood Elementary Schools by school principals who are members of the Program Team. A combined total of 27 teachers responded, 36% of the 75 total faculty members, as reported in the Know Your Schools portal. We conducted oral interviews with five community partners representing three sectors of the community.

BGCSLC's survey of parents and students was completed by 78 parents, 7% of the 1,183 students in both schools, as reported in the Know Your Schools portal.

3.6 Assessing Program Needs

Instructions

Use the Know Your Schools portal to review the school-level data for the target school(s) under the following areas:

- Assessments-Academic Achievement, Growth, and Participation
- Assessments-English Language Learners
- Acceleration
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box below to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

Refer to the RFP for more information.

Students from C.A. Moore and Lawnwood Elementary Schools will be attending the 21st Century Community Learning Center at BGCSLC's Garden Terrace Clubhouse. A review of data from standardized tests and other sources suggests that students from these two schools show similar academic deficiencies, though those at C.A. Moore show them to a greater degree.

FROM THE KNOW YOUR SCHOOLS PORTAL: Eighty percent of Moore students taking the most recent state standardized tests scored below grade level in English/Language Arts; 66% scored below grade level in math and 75% in science. Math scores are 10% better than those of 2018-19, the last previous year that testing occurred, while English scores declined slightly and science scores remained essentially the same. Five subgroups – Black, Hispanic, English Language Learners, Students with Disabilities and Economically Disadvantaged – scored below the 40% federal rate. Attendance is a serious problem within this school, with 234 out of 441 students – 53% -- designated as chronically absent, according to the

Know Your Schools portal.

At Lawnwood, the numbers are somewhat better. Sixty-six percent of students scored below grade level in English/Language Arts, 56% in math and 61% in science. All these results are up slightly from the previous year. Lawnwood's rate of chronic absence was 33% -- 243 out of 742 students.

FROM TEACHERS AND PARENTS: Teachers and elementary school administrators have consistently cited the damaging effects of the COVID pandemic. Not only have students' scores on state standardized tests suffered, but teachers report they are struggling to teach in the face of serious behavioral problems. For example, BGCSLC knows of fourth and fifth graders at C.A. Moore who have difficulty with kindergarten-level sight words. These are children who may receive little or no parental support and/or suffer from multiple Adverse Childhood Experiences (ACEs), traumatic events that can seriously affect their ability to function in school and to succeed later in life. Speaking more generally, the mental health of children today has declined so much that the American Psychological Association is now calling it a national crisis that "must be addressed in schools." (Abramson, "Monitor on Psychology," 2022.)

When surveyed about the needs of the children at their school, teachers and parents strongly supported programming in English/Language Arts and mathematics, as well as homework help and programs that would improve students' classroom behavior. Persistent absenteeism also was cited as an issue; it seems impossible to effectively teach a classroom in which 30 to 50 percent of children are often absent. In their survey responses, parents also requested homework help, and programs in fitness, art and music. An analysis of qualitative data from interviews with stakeholders showed a consensus: Respondents want to encourage programs that will prepare young people educationally and that will prepare them for workplace readiness and to be mature, social-service-minded individuals.

IN THE COMMUNITY: Five years ago, in the area served by BGCSLC's Garden Terrace Clubhouse, only BGCSLC Clubhouses offered after-school programs that provided a combination of academic enrichment and personal enrichment programs. In 2018, two 21st Century Community Learning Center grants were awarded in the neighborhood, one to C.A. Moore Elementary School and one to BGCSLC, operating a Learning Center at Garden Terrace Clubhouse. These two sites provided more intensive literacy and math enrichment, as well as a wider variety of personal enrichment programs, than were offered previously. The School District buses students from their schools to the Garden Terrace site.

The fact that both these programs maintain waiting lists of students wanting to attend demonstrates the continuing need for such programming in the neighborhood. The BGCSLC facility is at maximum capacity of 85 students, eliminating the possibility of expansion.

CONCLUSIONS: These statistics strongly demonstrate the need for academic enrichment programming, a need that was strongly supported in the results of both teacher and parent surveys, where English and math support were mentioned by most respondents. A curriculum that includes personal enrichment programming in fitness and the arts also will help meet the needs of C.A. Moore and Lawnwood students. Programming that promotes healthy and active lifestyles, good decision-making, and forming productive relationships and that teaches children how to manage their emotions will address some of the behavioral conditions that contribute to absenteeism and behavior concerns in the classroom.

3.7a Intentionally Designing Activities

Instructions

Upload a completed site profile worksheet for each site proposed. Create a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block.

Refer to the RFP for more information

Click here to download and complete the Site Profile Worksheet.

Click "Upload a file" to upload completed Site Profile Worksheet(s) and Schedule(s).

GT Site Profile and Schedule.pdf

Filename: GT Site Profile and Schedule.pdf **Size:** 1.8 MB

3.7b Intentionally Designing Activities

Instructions

Use the text box to submit a narrative that outlines how the activities in the proposed schedule address the needs identified in the program needs assessment. Describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence. Provide references for the evidence levels.

Describe the program's recruitment strategy. Outline the communication strategy the program will use to recruit and retain students and families. Describe how families will be selected for participation and

encouraged to attend program activities. Identify any enrollment priorities and how they will be carried out.

Refer to the RFP for more information.

Section 7: Intentionally Designing Activities

The needs assessment provided relevant details allowing BGCSLC to intentionally design community learning center activities. The assessment was derived from St. Lucie County and Florida data sources; survey results from school administrators, students, teachers, and parents; and mapped community assets. The program team combined the needs assessment with peer-reviewed research, best practices, and evidence-based strategies/interventions. Reviewed research from the What Works Clearinghouse and ESSA Tiers of Evidence provided the basis for primary consideration of evidence-based strategies/interventions selected for the activities.

OPERATIONAL PLANNING. The program team determined the operational plans based on academic year and summer schedules for the site, number of students to be served, the teacher and/or program specialist staff-to-student ratio, safety protocols, and transportation needs and provision.

RECRUITMENT AND RETENTION OF STUDENTS. C.A. Moore and Lawnwood Elementary Schools have agreed to identify those among their student bodies who would most benefit from 21st Century Community Learning programs. BGCSLC staff will recruit students at the schools' Open House events and at School Advisory Council meetings and will call parents whose students have been referred by the schools. BGCSLC also will recruit by distributing flyers and by posting promotional materials on its website and in social media.

SELECTION OF PARTNERS. BGCSLC has entered into numerous partnerships that will benefit the students enrolled in 21st Century Explorers Continuing its longstanding positive relationship with St. Lucie Public Schools, BGCSLC has secured not only a detailed commitment from the schools, but from the School District as well. Other partners have volunteered to provide specific services to the program and/or students' parents during Adult Family Meetings throughout the year. For example, Families of the Treasure Coast has offered to conduct an Adult Family meeting during which it will provide resources to help parents improve parenting skills, and collaborate with BGCSLC's A+ Attendance Support, a truancy reduction program, to suggest strategies parents can use to help ensure that their

kids attend school. At another meeting, United Against Poverty will describe its free Member Share grocery program for income-qualified people and its Crisis Stabilization Program, which gives families in crises access to a Life Enrichment Coach who can help stabilize their situations.

TRANSPORTATION: The School District buses students from their schools to the site each day, removing a possible barrier to participation. During the school year, parents will pick up their children at the end of the program day. During summer, parents will drop off and pick up their children.

PROJECT LEARN - Homework Help (Academic Enrichment)

ACTIVITY DESCRIPTION

Developed by Boys & Girls Clubs of America, the Homework Help strategy within its Project Learn program reinforces students' academic achievement through enriching, engaging, fun, high-yielding learning activities while encouraging them to become self-directed learners.

Homework Help provides students an opportunity to complete their work in a quiet place with support from trained, caring BGCSLC staff. Certified teachers will support students in the program, employing a 1:10 teacher-student ratio. Students who struggle in core subjects, including English Language Learners (ELL), will receive additional support through small-group and one-on-one tutoring by certified teachers. Project Learn also emphasizes parent involvement as well as collaboration between Club and school professionals.

Homework Help resources include a resource guide for certified teachers, program specialists, and volunteer tutors; as well as a variety of methods to track Homework Help points to reward students and emphasize goals achieved. In Adult Family Meetings, parents will be provided strategies to help their children with homework.

FREQUENCY: This activity is provided to students 30 minutes per day (5 days per week) during the academic year.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional after-school homework assistance and intervention in the key areas of reading, mathematics, and science. Parents and teachers

both observed the need for homework help outside of the regular school day. Research suggests that one of the predominant reasons for attending Boys & Girls Clubs was to get help with their homework (Fredricks, Hackett, & Bregman, 2010).

Fredricks, J. A., Hackett, K., & Bregman, A. (2010). Participation in Boys and Girls Clubs: Motivation and stage environment fit. *Journal of Community Psychology*, 38, 369-385. doi:10.1002/jcop.20369

EVIDENCE: Intentionally designed by Boys & Girls Clubs of America in 1996, Project Learn is based on the research of Dr. Reginald Clark. Clark's research indicated that students who engaged in fun, academically beneficial activities (high-yield learning activities) while not in school achieved better outcomes. Project Learn - Homework Help integrates recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research. The following interventions/instruction are demonstrated under the tiers of evidence below:

Tier 1 (Strong Evidence):

- *Provide effective instruction and support to help students develop an understanding of and proficiency with the basic skills needed at each grade level for their academic success with an emphasis on writing, reading, and math.**
- *Teach students to use the writing process for a variety of purposes.**
- *Assist students in deepening their level of understanding with math processes and concepts.**
- *Teach students with strengthening their problem-solving skills.**

Tier 2 (Moderate Evidence):

- *Augment students' fluency through improved spelling, sentence structure, and sentence development.**

Tier 4 (Has Rationale):

- *Instill students with a sense of practice, consistency, and structure for homework routines and completion.**
- *Teach students time management skills.**

All identified tiers for the reading component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered

interventions in the homework help activities. References include evidence supporting strategies, interventions, and/or curriculum.

Arbreton, A., Bradshaw, M., Sheldon, J. & Pepper, S. (2009). Making every day count: Boys & Girls Clubs' role in promoting positive outcomes for teens.

<https://www.issuelab.org/resources/3266/3266.pdf>

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309. 10.1007/s10464-010-9300-6

London, R., Gurantz, O., & Norman, J. (2011). The effect of afterschool program participation on English language acquisition. *Afterschool Matters*, Spring, 22-29.

<https://files.eric.ed.gov/fulltext/EJ980176.pdf>

Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community schools as an effective school improvement strategy: A review of the evidence.

https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf

Schinke, S. P., Cole, K. C., & Poulin, S. R. (2000). Enhancing the educational achievement of at-risk youth. *Prevention Science*, 1(1), 51-59. <https://www.springer.com/journal/11121>

ACADEMIC ENRICHMENT (ENGLISH LANGUAGE ARTS AND READING)

ACTIVITY DESCRIPTION: The Structured Literacy ELA Program includes activities that were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this program were chosen because they provided the best comprehension, phonological awareness, word recognition and achievement outcomes. Certified teachers will be used to support students in the program, employing a 1:10 teacher-student ratio.

Several interventions will be included.

*Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy

intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

***i-Ready offers opportunities for differentiating instruction using personalized and small group instruction to help students develop language skills. i-Ready also provides guidance for family engagement.**

***QuickReads (QR) intervention is a supplemental literacy program that improves students' fluency, comprehension, and content knowledge.**

***In conjunction with these interventions, incorporate the WWC recommendations such as teaching new vocabulary words weekly through different instructional methods; provide opportunities for students to integrate oral and written English language into content areas; and provide small group instruction to struggling students.**

FREQUENCY: This activity will be provided to students 30 minutes per day (5 days per week) during the academic year and 60 minutes per day (4 days per week) during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional English Language Arts and Reading enrichment since students have ELA scores below County averages and ELL lags behind County and State averages. Parents and teachers both observed the need for assistance with reading comprehension outside of the regular school day. Reading skills are essential to the academic success of students with research showing positive gains for those students who participate in after-school programs such as the 21st CCLC (Jenner & Jenner, 2007).

Jenner, E., & Jenner, L. W. (2007). Results from a first-year evaluation of academic impacts of an after- school program for at-risk students. *Journal of Education for Students Placed at Risk*, 12, 213- 237. doi:10.1080/10824660701261144

EVIDENCE: The Structured Literacy Program, an explicit systematic teaching structure, was selected for the comprehension, word recognition, phonics and decoding and spelling and achievement outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 1 (Strong Evidence):

- *Provide effective instruction and support to help students develop proficiency with the skills needed at each grade level for their academic success. (LLI) (QR)**
- *Assist students with deepening their level of reading comprehension and fluency. (QR)**
- *Provide opportunities for students to integrate oral and written English language into content areas.**
- *Teach students methods of improving their vocabulary skills. (QR)**

Tier 2 (Moderate Evidence):

- *Provide effective instruction and support to guide the language development of students. (I-Ready)**

- *Utilize small group intervention to struggling students. (I-Ready) (LLI) (QR)**

All identified tiers for the reading component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in English/Language Arts and Reading activities. References include evidence supporting strategies, interventions, and/or curriculum.

Curriculum Associates. (2019). Evidence of the impact of i-Ready on students' mathematical and reading achievement.

<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>

Kaldon, C., Flynt, E., Ross, C., Huang, Y., Gallagher, B., & Zoblotsky, T. (2010).

Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). Memphis, TN: University of Memphis, Center for Research in Educational Policy. doi:10.13140/RG.2.2.34757.40169.

Swain, M., Randel, B., & Norman Dvorak, R. (2020). Impact evaluation of reading i-Ready Instruction for elementary grades using 2018-2019 data. Alexandria, VA: Human Resources Research Organization. <https://files.eric.ed.gov/fulltext/ED604746.pdf>

Trainin, G., Hayden, H. E., Wilson, K., & Erickson, J. (2016). Examining the impact of QuickReads' technology and print Formats on fluency, comprehension, and vocabulary development for elementary students. *Journal of Research on Educational Effectiveness*, 9(Supp.), 93-116. doi:10.1080/19345747.2016.1164778

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, September.) Beginning reading intervention report: Leveled Literacy Intervention.

<https://ies.ed.gov/ncee/wwc/InterventionReport/679>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014, April). Teaching academic content and literacy to English learners in elementary and middle school. <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

ACADEMIC ENRICHMENT (MATHEMATICS)

ACTIVITY DESCRIPTION: Math Magic activities were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen for conceptual and skills building outcomes (addition, subtraction, multiplication, division, fractions). Certified teachers will be used to support students in the program, employing a 1:10 teacher-student ratio.

Several interventions will be included.

***The WWC recommendations offer a variety of strategies to integrate into the learning experience. Couple these strategies with the following tools to provide the instruction and support learners need to achieve academic success.**

***i-Ready offers opportunities for differentiating instruction using personalized and small group instruction to help students develop math skills. i-Ready also provides guidance for family engagement. *Imagine Math, an interactive math program, teaches students math skills at their level allowing them to practice and build learned skills.**

***Do The Math provides instruction to help students develop conceptual understanding of math and numerical reasoning skills.**

FREQUENCY: This activity will be provided to students 30 minutes per day (5 days per week) during the academic year and 60 minutes per day (4 days per week) during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional math enrichment since student scores below County averages and growth in math is lower than the County and State data. Parents and teachers both observed the need for assistance with Math concepts outside of the regular school day. Students' mathematical proficiency provides the foundation for success during their academic and work careers (Cozad & Riccomini, 2016).

Cozad, L. E., & Riccomini, P. J. (2016). Effects of digital-based math fluency interventions on

learners with math difficulties. *Journal of Special Education Apprenticeship*, 5(2), 1-19.
<https://files.eric.ed.gov/fulltext/EJ1127743.pdf>

EVIDENCE: Math Magic's activities and associated lessons were selected were selected for conceptual and skills building outcomes (addition, subtraction, multiplication, division, fractions). These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 1 (Strong Evidence):

- *Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (WWC)**
- *Mathematical Language:** Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (WWC)
- *Representations:** Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
- *Number Lines:** Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
- *Word Problems:** Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.
- *Timed Activities:** Regularly include timed activities as one way to build fluency in mathematics.

Tier 2 (Moderate Evidence):

- *Teach numbers and operations using a developmental progression.**

Tier 4 (Has Rationale):

- *Use progress monitoring to ensure that math instruction builds on what each child knows.**

All identified tiers for the math component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the mathematics activities. References include evidence supporting strategies, interventions, and/or curriculum.

Curriculum Associates. (2019). Evidence of the impact of i-Ready on students' mathematical and reading achievement.

<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>

SEGMeasurement. (2019). The effectiveness of Imagine Math for improving student math skills. https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-05/Imagine%20Math%202017-2018%20Effectiveness%20Study%20Report_FINAL_2019March28%20%281%29_0.pdf

Southern, M. (2010). Response to intervention and implementing early math intervention programs [Do the Math]. <https://epublications.regis.edu/theses/348>

Swain, M., Randel, B., & Norman Dvorak, R. (2020). Impact evaluation of reading i-Ready Instruction for elementary grades using 2018-2019 data. Alexandria, VA: Human Resources Research Organization. <https://files.eric.ed.gov/fulltext/ED604746.pdf>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2021, March). Assisting students struggling with mathematics: Intervention in the elementary grades. <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

PERSONAL ENRICHMENT (Healthy and Active Lifestyle: Fitness)

ACTIVITY DESCRIPTION: SPARK PE activities were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include life skills, core values, and physical activities. Program specialists will be used to support students in the program, employing a 1:15 staff-student ratio.

The following intervention will be used.

*SPARK PE (Sports, Play, and Active Recreation for Kids) increases learning and activity levels through its focus on cooperation, character development, fitness, and sports. Music complements many activities thereby encouraging youth to get on their feet to learn. Basketball, Frisbee, soccer, hula hoops, tee ball, and bean bag toss are just a few of the

activities which will be used. Emphasis will be on competitive, but fun play; understanding game rules and strategies; and good sportsmanship among the physical benefits.

FREQUENCY: SPARK PE activities provide opportunities for students to engage in structured activities, and will be provided to students 30 minutes per day (3 days per week) during the academic year and 45 minutes per day (4 days per week) during the summer. Students will also have time during the lunch hour to engage in active play.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional personal enrichment activities. Students face challenges with obesity and unhealthy food choices. Survey results show both parents and students are interested in fitness activities outside of the regular school day. Research shows that the physical fitness of students has declined thereby affecting short- and long-term health (Fuhner, Kliegl, Arntz, Kriemler, & Granacher, 2021).

Fuhner, T., Kliegl, R., Arntz, F., Kriemler, S., & Granacher, U. (2021). An update on the secular trends in physical fitness of children and adolescents from 1972 to 2015: A systematic review. *Sports Medicine*, 51, 303-320. doi: 10.1007/s40279-020-01373-x

EVIDENCE: SPARKS PE activities were selected for their life skills, core values, and physical activities outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 1 (Strong Evidence):

- *Develops competence in motor skills.
- *Demonstrates knowledge of a healthy level of fitness.
- *Demonstrates respectful personal and social behavior.
- *Recognizes the importance of physical activity for health, fun, challenge, and social engagement.

All identified tiers for the fitness component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the SPARKS PE activities. References include evidence supporting strategies, interventions, and/or curriculum.

McKenzie, T. L., Alcaraz, J. E., Sallis, J. F., & Faucette, F. N. (1998). Effects of a physical education program on children's manipulative skills. *Journal of Teaching in Physical Education*, 17, 327- 341. <https://sparkpe.org/wp-content/uploads/SPARK-manip-skills-JTPE-1998.pdf>

Mostafavi, R., Ziae, V., Akbari, H., & Haji-Hoseini, S. (2013, April). The effects of SPARK Physical Education program on fundamental motor skills in 4-6 year-old children. *Iranian Journal of Pediatrics*, 23, 216-219.

Weiss, M. R., Bolter, N. D., & Kipp, L. E. (2016). Evaluation of The First Tee in promoting positive youth development: Group comparisons and longitudinal trends. *Research Quarterly for Exercise and Sport*, 87, 271-283. doi:10.1080/02701367.2016.1172698

PERSONAL ENRICHMENT (Well-rounded Education Activities: Music)

ACTIVITY DESCRIPTION: The Kodaly Music Method activities were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include the creative process, presentation or performance, and interpretation activities. Program specialists will be used to support students in the program, employing a 1:15 staff-student ratio.

The following interventions will be used.

- *Engage the mind and the body through Orff's method which is a mix of singing, dancing, acting, and percussion instruments. This method is widely accepted as one of the most important approaches to music education.

- *Use of small-group cooperative learning.

- *Learn the concepts of music through singing, listening, or movement through Kodaly's method. This method is also widely accepted as one of the most important approaches to music education.

- *Interpret music through listening, reflection, and discussion.

- *Include activities related to rhythm, playing, conducting, music and entertainment like television or movies, feelings, musical stories, instrument play, and performances.

FREQUENCY: This activity will be provided to students 45 minutes per day (4 days per week) during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional personal enrichment activities. Survey results show both parents and students are interested in music activities outside of the regular school day. People use music to express themselves, to convey emotions, and to communicate (Juslin, 2013).

Juslin, P. N. (2013). What does music express? Basic emotions and beyond. *Frontiers in Psychology*, 4(596), 1-14. doi:10.3389/fpsyg.2013.00596

EVIDENCE: The Kodaly method activities were selected for their creative process, presentation or performance, and interpretation outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research. A review of interventions for arts education shows that most interventions classify as Tier 4.

Tier 1 (Strong Evidence):

*Use of small-group cooperative learning.

Tier 4 (Has Rationale):

*Engage the mind and the body through a mix of singing, dancing, acting, and percussion instruments.

*Learn the concepts of music through singing, listening, or movement.

*Interpret music through listening, reflection, and discussion.

All identified tiers for the music component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the Kodaly Method. References include evidence supporting strategies, interventions, and/or curriculum.

Ludwig, M. J., Boyle, A., & Lindsay, J. (2017). Review of evidence: Arts integration research through the lens of the Every Student Succeeds Act. https://www.artsednj.org/wp-content/uploads/Review-of-Evidence_Arts-Integration-Through-Lens-of-ESSA.pdf

Taylor, K. (2018). Music educators' uses of the Kodaly-approach in the U.S. elementary school music learning environments [Doctoral dissertation]. SHAREOK.

<https://shareok.org/handle/11244/316804>

Wang, C. C., & Sogin, D. W. (2004). An examination of the teacher-student interaction in the Orff- Schulwerk process. *Research Perspectives in Music Education*, 8(1), 6-14.

<https://www.ingentaconnect.com/content/fmea/rpme/2004/00000008/00000001/art00003#>

PERSONAL ENRICHMENT (Well-rounded Education Activities: Art)

ACTIVITY DESCRIPTION: Explorers Art Works activities were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include the creative process, presentation or performance, and interpretation activities. Program specialists will be used to support students in the program, employing a 1:15 staff-student ratio.

The following interventions will be used.

- *Create works of art that express concepts, ideas, and feelings to foster decision-making and inventiveness skills.
- *Use different materials (such as paper, household items, nature, food), tools, and techniques to create works of art to further develop motor skills, critical thinking, and presentation techniques, such as 3D visuospatial projects.
- *Explore storytelling through art to enhance critical thinking and writing skills.
- *Interpret art through reflection and discussion to further develop language and social skills, using art found locally or virtually (comparable to Cornell University's Johnson Museum Visual Analysis).

FREQUENCY: This activity will be provided to students 30 minutes per day (1 day per week per week) during the school year and 45 minutes per day (4 days per week) during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional personal enrichment activities. Survey results show both parents and students are interested in art activities outside of the regular school day. Art remains contributory to human development as well as an individual's worldview and aesthetic education (Madimarovna, 2020).

Madimarovna, A. I. (2020). The role of art in youth's aesthetic education. Cross-Cultural Communication, 16, 121-123. doi:10.3968/11592

EVIDENCE: Explorers Art Works' activities were selected for their creative process, use of implements and techniques, and interpretation outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research. A review of interventions for arts education shows that most interventions classify as only a Tier 4.

Tier 3: (Promising)

The following interventions will be used.

***Combine graphics with verbal descriptions.**

***Connect and integrate abstract concepts with concrete representations of the concepts.**

To address critical thinking, use instructional prompts that encourage students to pose and answer deep-level questions about artifacts. These questions enable students to respond with explanations and support deep understanding of content.

Tier 4 (Has Rationale):

***Create works of art that express concepts, ideas, and feelings.**

***Use different materials, tools, and techniques to create works of art.**

***Explore storytelling through art to enhance critical thinking and writing skills.**

***Interpret art through reflection and discussion to further develop language and social skills.**

All identified tiers for the art component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the Explorers Art Works. References include evidence supporting strategies, interventions, and/or curriculum.

Lopez, D. F., Takiff, H., Kernan, T., & Stone, R. (2000). Why art education? Academic implications of art in elementary school (ED441743). ERIC.

<https://files.eric.ed.gov/fulltext/ED441743.pdf>

Ludwig, M. J., Boyle, A., & Lindsay, J. (2017). Review of evidence: Arts integration research through the lens of the Every Student Succeeds Act. https://www.artsednj.org/wp-content/uploads/Review-of-Evidence_Arts-Integration-Through-Lens-of-ESSA.pdf

Taylor, H. A., & Hutton, A. (2003). Think3d!: Training spatial thinking fundamental to STEM

education. *Cognition and Instruction*, 31, 434-455. doi:10.1080/07370008.2013.828727

Tomljenovic, Z. (2020). The cognitive aspect of interactive learning and teaching in visual arts education. *Journal of Elementary Education*, 13, 131-152. Doi:10.18690/rei.13.2.131-152.2020

Trainin, G., Andrzejczak, N., & Poldberg, M. (2005). Visual arts and writing: A mutually beneficial relationship. *Arts & Learning Research Journal*, 21, 139-155.

<http://digitalcommons.unl.edu/cehsgpirw/5/>

ACADEMIC ENRICHMENT (Well-rounded Education Activities: STEM)

ACTIVITY DESCRIPTION: Experience Experiments activities were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include STEM role models, inquiry-based learning, problem solving, spatial skills, and STEM learning outcomes. Program specialists will be used to support students in the academic enrichment program during the academic year and summer, employing a 1:15 teacher-student ratio.

The following interventions will be used.

- *Expose students to successful role models in math and science, such as role models who are competent and successful, traditionally underrepresented in STEM, role models who have attained success through attainable means, and role models who may come from similar backgrounds as the students. These role models will be found in the community, virtually, or through online resources.
- *Provide problem solving and spatial skills training. Engage students with shape games, origami, mental rotation tasks, model cut, maps, and spatial organization. Introduce students to multiple solution activities and collaborative problem solving.
- *Create an environment which sparks curiosity. Introduce students to authentic learning experiences, such as reflecting and discussing real world problems that they want to solve.
- *Encourage students to expand and improve their academic abilities to facilitate academic success. One strategy is through the use of open-ended questions for academic growth.
- *Introduce inquiry-based STEM activities that allow students to learn the scientific method through asking questions, designing experiments, conducting experiments, analyzing results, and reporting their findings.

FREQUENCY: This activity will be provided 60 minutes per day (2 days per week) during the

summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional STEM enrichment because science scores fall below County averages. BGCSLC's survey of parents indicated that students identified an interest in STEM enrichment. Appealing curriculum that concentrates on problem-solving skills and spatial abilities will help to interest more students in STEM (Daughtery, Carter, & Swagerty, 2014).

Daughtery, M. K., Carter, V., & Swagerty, L. (2014). Elementary STEM education: The future for technology and engineering education? *Journal of STEM Teacher Education*, 49, 45-55. doi:10.30707/JSTE49.1Daughtery

EVIDENCE: Experience Experiments' activities were selected to include STEM role models, inquiry based learning, problem solving, spatial skills, and STEM learning outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 1 (Strong Evidence):

*Introduce inquiry-based STEM activities which allow students to learn the scientific method. (research)

Tier 3: (Promising)

- *Create an environment which sparks curiosity.
- *Encourage students to expand and improve their academic abilities.

Tier 4 (Has Rationale):

- *Expose students to successful role models in math and science.
- *Provide problem solving and spatial skills training.

All identified tiers for the science component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in Experience Experiments. References include evidence supporting strategies, interventions, and/or curriculum.

Cotabish, A., Robinson, A., Dailey, D., & Hughes, G. (2013). The effects of a STEM intervention on elementary students' science knowledge and skills. *School Science & Mathematics*, 113, 215- 226. doi:10.1111/ssm.12023

Gladstone, J. R., & Cîmplan, A. (2021). Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM. *International Journal of STEM Education*, 8, 1-20. doi:10.1186/s40594-021-00315-x

Newcombe, N. (2017). Harnessing spatial thinking to support STEM learning. *OECD Education Working Papers*, (161), 1-52. Doi:10.1787/7d5dcae6-en

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. ((2007, September). Encouraging girls in math and science. <https://ies.ed.gov/ncee/wwc/PracticeGuide/5>

ACADEMIC ENRICHMENT (Well-rounded Education Activities: Field Trips)

ACTIVITY DESCRIPTION: A roster of academic summer field trips was created based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include academic enrichment and educational guidance. Teachers and program specialists will be used to support students in the program, employing a 1:10 staff-student ratio. Students will participate in a classroom exercise related to the subject of the field trip and then participate in the trip. When they return to their Club, they will participate in a post-trip session designed to reinforce what they have learned.

The following intervention will be used.

*** Students will participate in authentic learning experiences where they will connect purposely-designed field trip experiences with academic content and/or career aspirations and exploration. Field trip experiences will be designed to expose them to further academic enrichment experiences in a variety of subject disciplines, educational guidance about middle school, and career exploration through regional entities. Examples of possible field trip locales include the Manatee Center in Fort Pierce; Florida Atlantic University's Harbor Branch Oceanographic Institute; local botanical gardens, the Busch Wildlife Sanctuary, and**

museums.

FREQUENCY: This activity will be provided to students for eight hours (one day) per week during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional enrichment in all academic areas. Survey results show students are also interested in field trip experiences. Students demonstrate more interest in subject matter once they enjoy an authentic learning experience in the field (Behrendt & Franklin, 2014).

Behrendt, M., & Franklin, T. (2014). A review of research on school field trips and their value in education. *International Journal of Environmental & Science Education*, 9, 235-245.
doi:10.12973/ijese.2014.213a

EVIDENCE: Field Trips were selected to include academic enrichment, educational guidance, and career exploration. These activities integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 3: (Promising)

- *Enhance critical thinking skills for students involved in the field trip experience (research)
- *Strengthen feelings of tolerance for varying perspectives (research)
- *Participate in an authentic learning experience (research)

Tier 4 (Has Rationale):

All identified tiers for the field trip component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the field trip activity. References include evidence supporting strategies, interventions, and/or curriculum.

Greene, J. P., Kisida, B., & Bowen, D. H. (2013). The educational value of field trips. *Education Next*, 16. <https://www.artsedsearch.org/study/the-educational-value-of-field-trips/>

Stern, M. J., Powell, R. B., Frensley, B. T. (2022). Environmental education, age, race, and socioeconomic class: An exploration of differential impacts of field trips on adolescent youth in the United States. Environmental Education Research, 28, 197-215.

<https://doi.org/10.1080/13504622.2021.1990865>

Watson, A., Greene, J., Erickson, H. H., & Beck, M. (2019). Altered attitudes and actions: Social- emotional effects of multiple arts field trips. Education Reform Faculty and Graduate Students Publications. <https://scholarworks.uark.edu/edrepub/70>

ACADEMIC ENRICHMENT (Well-rounded Education Activities: Writing)

ACTIVITY DESCRIPTION: Write Right! activities were designed based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include writing for purpose, writing fluency, and community engagement outcomes. Certified teachers will be used to support students in the program, employing a 1:10 teacher-student ratio.

The following interventions will be used.

***Use the writing process for a variety of purposes such as descriptive, narrative, informative, and persuasive/analysis activities. Engage students in writing on fun topics like short autobiographies or chronologies of their own lives, poems, sticky note stories, eyewitness accounts of events, blog entries, and movie reviews.**

***Augment students' fluency through improved spelling, sentence structure, and sentence development. Proposed activities include word power for spelling, fill-in-the-blanks for sentence framing, and hands-on sentence structures among other strategies.**

***Create an engaged community of student writers. Webpages, stories, and a newsletter are a few proposed activities to help students collaborate in their community. This strategy will also provide support for those students who struggle with making friends.**

***Use Thinking Maps' Write from the Beginning and Beyond and Top Score Writing as these sources include features to help students structure their writing and reflection, analyze written materials, and organize their thoughts prior to writing.**

FREQUENCY: This activity will be provided to students 60 minutes per day (2 days per week) during the during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional English Language Arts and writing enrichment since ELA scores fall below County averages. Making friends was identified in the survey as a student struggle. Writing skills are essential for academic, employment, social, civic, and community purposes (WWC, 2018).

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2018, October). Teaching elementary school students to be effective writers. <https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

EVIDENCE: Write Right! Activities and interventions were selected to include writing for purpose, writing fluency, and community engagement outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 1 (Strong Evidence):

Use the writing process for a variety of purposes such as descriptive, narrative, informative, and persuasive/analysis activities.

Tier 2 (Moderate Evidence):

Augment students' fluency through improved spelling, sentence structure, and sentence development (including Write from the Beginning and Beyond and Top Score Writing).

Tier 4 (Has Rationale):

Create an engaged community of student writers.

All identified tiers for the writing component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the Write Right! curriculum. References include evidence supporting strategies, interventions, and/or curriculum.

Cooks, J., & Sunseri, A. (2014). Leveling the playing field: The efficacy of Thinking Maps on English language learner students' writing. *CATESOL Journal*, 25, 24-40. <https://files.eric.ed.gov/fulltext/EJ1111866.pdf>

Hanover Research. (2021). Research-based best practices for writing curricula.

<https://topscorewriting.com/wp-content/uploads/2021/05/Top-Score-Writing-Research-Based-Best-Practices-for-Writing-Curricula.pdf>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2018, October). Teaching elementary school students to be effective writers.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

PERSONAL ENRICHMENT (Healthy and Active Lifestyle: Social and Behavior Skills)

ACTIVITY DESCRIPTION: Second Step's programs were chosen based on recommendations from the Program Team, recommendations and strategies from the What Works Clearinghouse, and other evidence-based research. The elements of this strategy were chosen to include life skills, core values, and self-regulation outcomes. Program specialists will be used to support students in the program, employing a 1:15 staff-student ratio.

The following interventions will be used.

***WWC's Practice Guide recommends that students are taught techniques to better help them self-regulate their behavior. Second Step, an instructional program, provides lessons addressing skills for learning, empathy, emotion management, and problem solving. Some topics covered include respect as a learner, preparing to learn, recognizing someone else's feelings, compassion, making friends, and managing frustrations and setbacks. Other strategies include active listening, self-awareness, and learning how to apologize. Board games (such as Apples to Apples, Jr.), activities (such as charades and pass the ball), and hand-held device apps (such as Smiling Mind, Touch and Learn, and Positive Penguins) also provide fun, engaging ways to learn some of these techniques.**

***WWC' Practice Guide recommends that students be taught techniques to better help them self-regulate their behavior. BGC partners with St. Lucie County Public Schools, and it students participate in the Too Good for Drugs and Too Good for Violence interventions, which teach techniques to help self-regulate.**

***WWC's Practice Guide recommends drawing upon relationships with professional colleagues and students' families for guidance and support. Second Step includes professional development for the providers. The proposed Adult Family activities, which includes professionals from the community, help parents learn about and better understand options they can use to reduce truancy and absenteeism, seek youth counseling, build resiliency in**

their children, develop strategies to deal with children's behavior, identify and seek help for their children's substance abuse problems, and seek help from local community agencies among other learning opportunities.

FREQUENCY: This activity will be provided to students 30 minutes per day (2 days per week) during the academic year and 45 minutes per day (4 days per week) during the summer.

NEED ALIGNMENT: As identified in the needs assessment, the targeted population of students has a demonstrated need for additional personal enrichment in this area. Students in this part of the community have documented attendance problems, behavioral problems, and/or Adverse Childhood Experiences which impact their academic success and social skills. Survey results show teachers interested in social and behavioral activities for students outside of the regular school day. Social and self-regulation skills facilitate the success of the elementary school student (Lee & Bierman, 2018).

Lee, P., & Bierman, K. L. (2018). Longitudinal trends and year-to-year fluctuations in Student-teacher conflict and closeness: Associations with aggressive behavior problems. *Journal of School Psychology, 70*, 1-15. doi:10.1016/j.jsp.2018.06.002

EVIDENCE: Second Step's activities were chosen for their life skills, core values, and self-regulation outcomes. These activities and lessons integrate recommendations, interventions, and strategies from the What Works Clearinghouse/ESSA tiers of evidence, and other evidence-based research.

Tier 1 (Strong Evidence):

***Demonstrate respectful personal and social behavior. (First Tee)**

***Teach and reinforce new skills to increase appropriate behavior in the school environment. (hyperactivity, learning skills, conduct problems, and physical aggression - Second Step)**

Tier 3: (Promising)

***Teach and reinforce new skills to increase appropriate behavior in the school environment. (antisocial behavior, social competence, and absences - Second Step) (Too Good for Schools, Too Good for Drugs.)**

***Draw upon relationships with professional colleagues and students' families for guidance and support.**

All identified tiers for the social and behavioral component of the proposed 21st CCLC program adhere to the What Works Clearinghouse (WWC) standards of evidence in conjunction with Every Student Succeeds Act (ESSA) tiers of evidence. The program proposes to use tiered interventions in the Second Steps skills activities. References include evidence supporting strategies, interventions, and/or curriculum.

Anderson-Butcher, D. & Cash, S. J. (2009). Participation in Boys & Girls Clubs, vulnerability, and problem behaviors. *Children and Youth Services Review*, 32, 672-678.

doi:10.1016/j.childyouth.2010.01.002

Cook, K. D., Dearing, E., & Zachrisson, H. D. (2018). Is parent-teacher cooperation in the first year of school associated with children's academic skills and behavioral functioning?

International Journal of Early Childhood, 50, 211-226. <https://doi.org/10.1007/s13158-018-0222-z>

Dryfoos, J. (2002). Full-service community schools: Creating new institutions. *Phi Delta Kappan*, 83, 393- 399. <https://doi.org/10.1177/003172170208300515>

Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social- emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental Psychology*, 55, 415-433.

<http://dx.doi.org/10.1037/dev0000621>

Minke, S. M., Kim, E. M., Ryoo, J. H., & Koziol, N. A. (2014). Congruence in parent-teacher relationships: The role of shared perceptions. *Elementary School Journal*, 114. doi:0013-5984/2014/11404- 0004

RAND Corporation. (2017). Social and emotional learning interventions: Evidence review - Intervention summaries.

https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2133/RAND_RR2133z1.summaries.pdf

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U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2006, September). Too good for violence. <https://ies.ed.gov/ncee/wwc/Intervention/250>

3.7c Intentionally Designing Activities

Instructions

Upload a completed Partners Table and the letters of support including a letter from school district executive leadership (Superintendent or Assistant Superintendent) and an administrator from the target school. For other partners, describe the tangible contribution of the partner and the frequency of the contribution to the program.

Refer to the RFP for more information.

Click [here](#) to download the Partners Table.

Click "Upload a file" to upload Partners Table and Letters of Support.

[GT Partners.pdf](#)

Filename: GT Partners.pdf Size: 1.8 MB

3.8a Recruiting and Retaining High Quality Staff

Instructions

Use the text box to describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section.

Refer to the RFP for more information.

BGCSLC's staffing plan for the 21st Century Community Learning Center begins with a Project Director, who will oversee the Learning Center's general operations and will serve as the principal contact between the Learning Center and the Department of Education. A full-time Site Coordinator will ensure close collaboration with the leadership and staffs of C.A. Moore and Lawnwood Elementary Schools and reach out to contacts in the community to

develop enriching programs for students and their parents.

The Center's staffing plan relies on strict observance of a 10:1 student-to-staff ratio for academic instruction and a 15:1 ratio for personal enrichment programming. When possible, certified teachers will be hired from the schools where Club members attend; this practice ensures that the 21st Century teachers already are positioned to be able to communicate easily with students' classroom teachers, counselors and other key school staff.

Four certified teachers will be hired to teach sessions in ELA, math and homework help, assisted by four Program Specialists. In addition, an Interventionist will be hired for a few hours each week to conduct periodic evaluations of the teaching staff and assess the effectiveness of interventions and/or teaching strategies. That interventionist, who will be a member of the target school's staff, will help conduct some professional development sessions. All staff will be screened through the Florida Background Screening Clearinghouse. BGCSLC will hire contractors to provide expertise in specific areas (for example, the arts) where staff do not have experience.

Recognizing that a robust Professional Development Program can be a strong tool in retaining quality staff, BGCSLC has created an extensive and thorough 2022-23 program for staff at its 21st Century Community Learning Center. Over the course of the year, teachers and other staff members will be trained in such beneficial techniques as the STOIC framework, formative assessments, structured literacy collaborative learning and planning, differentiated instruction, and resiliency techniques. All training programs are designed to directly benefit the Learning Center students by improving the ability of teachers and staff to develop teaching techniques that are effective for students with varied learning styles. A full schedule of professional development activities is attached.

3.8b Recruiting and Retaining High Quality Staff

Instructions

Upload sample job descriptions for each position mentioned above that include the qualifications and the duties of each position.

Refer to the RFP for more information.

Click "Upload the file" to upload Sample Job Descriptions.

Elem Job Descriptions.pdf

Filename: Elem Job Descriptions.pdf Size: 9.4 MB

3.8c Recruiting and Retaining High Quality Staff

Instructions

Provide a schedule of training for the community learning center staff.

Refer to the RFP for more information.

Click "Upload a file" to upload Schedule of Training.

GARDEN TERRACE PD SCHEDULE.pdf

Filename: GARDEN TERRACE PD SCHEDULE.pdf Size: 148.5 kB

3.9 Implementing with Fidelity

Instructions

Use the text box to describe the program strategy for ensuring that the activities proposed in this application are implemented with fidelity. Include the methods the community learning center leadership will use to ensure that the number of days and hours of programming are provided and that the programming is delivered with rigor. Identify the data points to be used to determine if the program is effective and how the community learning center staff will collect those data points. Explain how the data points will be used to revise, adapt or eliminate programming and the frequency of that process.

Refer to the RFP for more information.

STRATEGY AND RUBRIC: Boys & Girls Clubs of St. Lucie County (BGCSLC) has developed a detailed strategy to ensure that the program described in this application is implemented according to plan. BGCSLC has created a rubric describing the process to be used to ensure proper implementation. Key features of the rubric, which is based on the needs assessment, include the following:

The lesson plan for each day will be posted in advance. The daily plan will include a learning goal, what evidence-based academic and/or behavioral strategies and interventions are being used during the lesson, the materials needed for each lesson and the lesson objectives - steps to helping the students master the learning goal.

To ensure the program is implemented as intended, the Project Director will monitor classes to see that they comply with the proper teacher-to-student academic and personal enrichment ratios. Staff will be trained on the requirements of the 21st Century Community Learning Center grant application and the expectations of the program. Attendance also will be monitored. If it appears that a particular student is having attendance issues, staff will immediately reach out to parents to remedy the situation. Student assessments will be reviewed. Each teacher will maintain a log showing their communication with their students' classroom teachers and parents. Each contact with these people should be shown in the log, noting the date, name of the person contacted, the subject area under discussion and the specific topic discussed.

Led by the Site Coordinator, the program staff will regularly work with the target school to collect data that will determine whether the program is working as intended. Data would include grades, formative assessments, report cards and bi-weekly classroom teacher progress reports. Staff will review report cards for grades and behavior issues, including the number of times a child has been sent out of class. Staff also will collaborate with classroom teachers on progress reports that document progress in academic subjects and behavior.

PROCESS: There will be a continuous data review process to determine whether programs offered by the Learning Center are effective. Throughout the review process, participants will refer back to the written application to ensure that the program is being operated as described in that document. Using it and data points mentioned previously, staff will review programs on a quarterly basis. Those found to be ineffective will be revised or eliminated.

The Project Director will observe each class at the beginning of each month. Based on that observation and using the rubric, the Project Director sends within five days a report to the Site Coordinator. If there are deficiencies noted in the way the program is being implemented, the report must include corrective action. The Site Coordinator has five business days to address the corrective action.

The Project Director will return at mid-month for a formal observation. If corrective action has occurred, the observer will reconcile the action plan, closing the file for the month. Reconciliation is the process through which BGCSLC verifies that all corrective outcomes have been satisfied. If the observer finds that corrective actions have not been implemented, next steps include restating the need for change, coaching, and intentional conversation about the effectiveness of the program (to determine whether it is being implemented properly). If there are implementation problems, next steps could be such changes as retraining or re-staffing.

The Vice President of Continuous Quality Improvement will observe classes, evaluate the action plans to see if improvement has occurred, create corrective actions if improvements are needed, and drive activities to implement improvements, all with a goal of ensuring the programs are conducted with fidelity.

Student achievement plays a large role in determining whether a program is successful. Even the most faithfully implemented program is useless if students do not respond positively to it. Staff will create a spreadsheet that will include the results of formative assessments, behavior data and program and test score data, to ensure that the program is having the desired academic or behavioral effect.

LEADERSHIP MEETINGS. Leadership of the 21st Century Community Learning Center will meet on a quarterly basis to evaluate the overall progress of the center for the quarter. These meetings will be held after leadership has a chance to hold quarterly meetings with the Center's Program Team and to have conversations with its stakeholder representatives. Feedback from the Program Team and stakeholders will help inform the proceedings of the quarterly evaluation meetings.

Leadership will use the results of the quarterly meetings to conduct a biannual evaluation. In both the annual and quarterly meetings, the goal is to determine whether the Center is

meeting its goals and if not, what corrective action to take. The end-of-year evaluation will be more extensive and may include changes in curriculum or program strategies.

3.10 Project Budget

Instructions

Complete and upload the DOE 101S Budget Narrative Form. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

Refer to the RFP for more information.

Click [here](#) to download the DOE 101S Budget Narrative Form.

Click "Upload a file" to upload the DOE 101S Budget Narrative Form.

[Garden Terrace budget.pdf](#)

Filename: Garden Terrace budget.pdf Size: 319.0 kB

3.11 Plan for Sustainability

Instructions

Use the text box to describe the agency's strategic planning process for continued sustainability of the 21st CCLC program. Describe outreach and advocacy strategies the program team will use to develop continued support after the funding ends. Explain how you will document progress towards sustainability within your progress plan.

Refer to the RFP for more information.

Boys & Girls Clubs of St. Lucie County believes in long-range planning. Its leadership and

Board have created two successive five-year strategic plans to govern its operations and ensure its growth. Planning for how to sustain the 21st Century Community Learning Center is one part of this process.

Once funding for the Learning Center is approved, BGCSLC will initiate its four-year strategic plan to ensure continued support for the program after federal funding ends. BGCSLC leadership will appoint a Sustainability Workgroup (SW), consisting of representative program staff including administrators, directors, and front-line staff; school staff, including administrators, principals and teachers, partner organizations, local community agencies and businesses; and parents and volunteers.

The team will be overseen by BGCSLC's Vice President of Continuous Quality Improvement. Once the grant is awarded the team will meet to determine first-year progress indicators and milestones that should be met at various points during the program year.

In subsequent years, it will begin annual activities three months before the start of the program year with a self-assessment (SWOT analysis) of the readiness, strengths and challenges for program leadership, management, staffing and data. At this time, the program will be integrated into BGCSLC's strategic planning process.

Other elements of the Sustainability plan are as follows. The Plan has three sections: Internal Actions, Community Partners Action Plan; and Funding Action Plan. Unless otherwise noted, all below activities occur annually in Years 1-4:

INTERNAL ACTIONS

- *Review the key program elements, including inputs, activities, outputs and outcomes (progress indicators). This will be done annually by all members of leadership and the SW.**
- *Add modifications made to the program., including inputs, activities, outputs and outcomes. This action will be performed as needed by the Project Director and Site Coordinator.**
- *Examine internal and external methods of communication (i.e. person-to-person, marketing, community or Club public awareness events, reports and advocacy). This scrutiny will be conducted annually and quarterly by SW members, along with the Project Director and Site Coordinator.**
- *Discuss staff skills to ensure that there is not a need for additional training on newly-identified competencies. Conducted quarterly by the Program Director and Site Coordinator.**
- *Provide freely available training during the budget year and budget new training expenses**

for the coming year. Conducted on an as-needed basis by the Project Director, Site Coordinator and SW members.

- *Review self-assessment findings and take appropriate action. All participants will be involved in this annual activity.

- *Review progress indicators from previous year. Conducted annually by all participants.

- *Analyze program feedback from staff, partners, participants and stakeholders. All participants conduct this annually.

- *Identify barriers to program success. Conducted biannually by SW members, the Project Director and Site Coordinator.

- *Document identified actions needed for ongoing assessment. Conducted monthly by all parties.

- *Establish baseline data needed for longitudinal program analysis (progress indicators). This will be done by the Project Director upon completion of the first year only.

- *Add data annually to the baseline data for longitudinal program analysis. Conducted annually by the Project Director.

- *Complete program report with associated data findings for continuous improvement purposes. This activity, needed for strategic planning, is accomplished upon completion of the startup year by all parties.

- *Share findings with youth, families, community partners and stakeholders. Completed annually and on an ongoing basis by all parties

- *Renew commitment for the program. This will be done annually by all parties.

- *Celebrate program success. Conducted annually by all parties.

- *Seek State guidance regarding the program. Conducted as needed by the Project Director and Site Coordinator.

- *Identify best practices to share with other 21CCLCs. Completed at the end of Year 4 by the Project Director.

- *Submit recommendations to the State for changes to policies and processes for more effective delivery of the grant. At end of Year 4 by the Project Director.

COMMUNITY PARTNERS ACTION PLAN

- *Self-assess (SWOT) readiness, strengths, and challenges for program advocates, community support, and partnerships. To be done three months before the start of each program year. All participants.

- *Review the program's alignment to community partner goals. All participants will complete annually.

- * Leverage program success and data on academic gains to seek financial support from

potential donors and partners.

***Review findings from self-assessment. All participants will complete annually.**

***Review stakeholders' current support, roles and contributions. SW and Project Director are responsible.**

***Create and distribute 21CCLC newsletter to key constituents. The SW and Project Director will do this on an ongoing basis.**

***Conduct presentations before groups of potential partners or supporters (i.e. School Board, Chamber of Commerce). The Project Director will be responsible.**

***Analyze community partner feedback from staff, partners, participants, and stakeholders. All participants will complete annually.**

***Identify new stakeholders, groups or organizations for outreach and advocacy. All participants conduct this activity biannually.**

***Reach out to potential new donors or supporters. Conducted by all participants on an ongoing basis.**

ACTION PLAN FUNDING

***Self-assess (SWOT) readiness, strengths, and challenges for financial resources, regulations and policies. Conducted by all participants three months before the start of each program year.**

***Review findings from self-assessment. Conducted annually by all participants.**

***Review current funding streams. Done annually and quarterly by the SW and Project Director.**

***Create strategy that results in identifying and reaching out to prospective donors and supporters. All participants will conduct this activity annually.**

***Identify additional grants, donors and funding streams. All participants will conduct this activity annually.**

*** Examine current year's fiscal spending to determine if adjustments are needed. Identify cost efficiencies. Completed annually and quarterly by the SW and Project Director**

***Identify and add program changes, including inputs, activities, outputs and outcomes. To be accomplished quarterly and annually by the SW and Project Director.**

***Identify funding needs for specific program elements or collaborative programs. To be done annually and quarterly by the SWW and Project Director.**

***Determine financial ability to increase program capacity. The Project Director will do this annually.**

***Review funding priorities in conjunction with progress indicators, should components of the**

program not have adequate funding. Conducted annually and quarterly by the SW and Project Director.

***Review prospective funding opportunities from businesses; community agencies; local, state, or federal sources; grants; foundations; and in-kind contributors. Conducted by the SW and Project Director.**