

# Application: 21st Century Fort Pierce Westwood Academy

Tom Gariepy - tgariepy@bgcofslc.org

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

## Summary

**ID:** 0000000064

**Status:** APPROVED

**Last submitted:** May 20 2022 01:34 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 Club Panther at Fort Pierce Westwood Academy The W.E.S.T. Prep Magnet (Westwood), 1801 Panther Lane, Fort Pierce, FL. Sixty Westwood high school students Grades 9-12 are provided programming during the school year Monday-Thursday from 2:00 to 4:30 p.m. Aug. 10, 2022 to June 1, 2023, and summers June 5, 2023 to July 28, 2023, 11 a.m. to 4 p.m. Program activities include academic enrichment, homework help, personal enrichment activities, and career competencies and readiness. Ten adult family activities focus on teaching strategies supporting students' academics and resiliency.

### 3.2a Site-Level Funding Eligibility Upload

#### Instructions

Go to the Know Your Schools portal at <https://edudata.fldoe.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.**

Westwood funding.pdf

**Filename:** Westwood funding.pdf **Size:** 139.7 kB

### 3.2b Site-Level Funding Eligibility Upload

Number of Sites Served

Site(s) Name

One (1)

Fort Pierce Westwood Academy

### 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 21<sup>st</sup> CCLC program. If the applicant has operated a 21<sup>st</sup> 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 21<sup>st</sup> CENTURY PROGRAMS:

BGCSLC has more than a decade of experience managing publicly-funded programs. It has operated two 21<sup>st</sup> 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: Joseph Lezeau, Principal. As principal, Mr. Lezeau's presence on the Team provides assurance to all involved that the Program has the school's support. He 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. Student: Anthony McMillan attends Fort Pierce Westwood Academy.

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 high school 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.

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 Westwood.pdf](#)

**Filename:** Commitment letters Westwood.pdf **Size:** 3.7 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 21<sup>st</sup> 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 stakeholder representatives and that we will discuss 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 Fort Pierce Westwood Academy by the school's principal, who is a member of the Program Team. Forty of 89, or 45% of teachers responded. BGCSLC conducted oral interviews with five community partners representing three sectors of the community. The survey of parents and students was completed by 30 parents, 2% of the 1,959 students attending Westwood, 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.

A review of the results from standardized tests and other sources shows that Fort Pierce Westwood Academy (Westwood) students have serious academic deficiencies. The school's scores were behind state and county averages in the percentage of students who achieved a learning gain in English/Language Arts and especially math.

FROM THE KNOW YOUR SCHOOLS PORTAL: Sixty-three percent of Westwood students taking the most recent state standardized tests scored below grade level in English/Language Arts, 84% below grade level in math and 44% in science. All these scores showed a decline from 2018-19, the last time testing occurred, with math scores suffering most – a 11 percentage point decline. This is an indication that these students were victims of the COVID Slide – pandemic-induced drops in academic performance. Four subgroups – Black, English Language Learners, Students with Disabilities and Economically Disadvantaged – scored below the 40% federal rate. Attendance is a serious problem within this school, with 1,207 out of 1,959 students – 62% -- designated as chronically absent, according to the Know Your Schools portal.

**FROM TEACHERS AND PARENTS:** Teachers and high 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. 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.) These are young people 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.

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 60% of students are often absent.

The results of BGCSLC's surveys of Westwood's teachers also showed strong support for a homework help program and programs that would improve students' behavior and social skills. In their survey responses, parents also requested homework help, and programs in career and college readiness, 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:** In the area served by Westwood, only BGCSLC Clubhouses offer after-school programs that provide high school students with a combination of academic enrichment and personal enrichment programs. BGCSLC's Fort Pierce Teen Center serves some Westwood students, but because there is no provision for transportation home, the Clubhouse cannot serve as many teens as would like to participate. A program located within Westwood that provides transportation home after school, eliminates this barrier.

**CONCLUSIONS:** These statistics overwhelmingly demonstrate the need for academic enrichment programming, a need that was 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 college and career readiness, fitness and the arts will also help meet the perceived needs of Westwood students. Programming that promotes healthy and active lifestyles, good

decision-making, and forming productive relationships and that teaches students 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).**

[Site and schedule Westwood.pdf](#)

**Filename:** Site and schedule Westwood.pdf **Size:** 3.0 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 the number of sites to offer activities, academic year and summer schedules for each site, number of students to be served at each site, the teacher and/or teacher assistant staff-to-student ratio, safety protocols for each site, and transportation needs and provision.

**RECRUITMENT AND RETENTION OF STUDENTS.** Fort Pierce Westwood Academy has agreed to identify those among its student body who would most benefit from 21st Century Community Learning programs. Guidance counselors will actively participate in this process by meeting with these students and stressing the fact that the students need additional academic help. BGCSLC staff will recruit students at the school's Open House event and at PTA meetings and will call parents whose students have been referred by the school. BGCSLC also will recruit by distributing flyers and by posting promotional materials on its website.

**SELECTION OF PARTNERS.** BGCSLC has entered into numerous partnerships that will benefit the students enrolled in Club Panther. Continuing its longstanding positive relationship with St. Lucie Public Schools, BGCSLC has secured not only a detailed commitment from the school, 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:** During the school year, BGCSLC will provide end-of-day transportation from Fort Pierce Westwood Academy to a series of centrally-located hubs near students' homes. The location of the hubs will be established once membership is determined, to ensure the most convenient locations for all students. During the summer, students will be picked up and dropped off at the hubs. The availability of transportation home eliminates one of the toughest barriers to student participation.

### **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, teacher assistant, 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 (4 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](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 (READING AND WRITING)**

**ACTIVITY DESCRIPTION:** The Structured Literacy Reading and Writing 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, morphology, syntax, semantics, 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.**

**\*Use the writing process for a variety of purposes such as descriptive, narrative, informative, and persuasive/analysis activities with an emphasis on linking content to meaning. Literacy**

**Based Questions (LBQ) create learning experiences for students where they can make linkages and connections to obtain deep understandings of their content. Achieve3000 provides differentiated content and instruction to help students augment reading gains by adapting instruction to meet the needs of each student.**

**\*Augment students' cognitive processes. Thinking Maps correlate to specific cognitive processes. They help students build the critical thinking, problem-solving, comprehension, and communication skills necessary for academic success.**

**\*Teach students to better comprehend and evaluate more complex literary and non-literary works through annotation, paired passages, close reading, and text-dependent questions.**

**\*Teach students techniques about delivering oral informational presentations.**

**\*Create an engaged community of student writers.**

**\*Proposed engaging activities to augment these interventions include vocabulary games like Scrabble and Scattergories, design of a reading board game, creation of a Mad Libs game for specific books, escape rooms, Jeopardy, blog entries, webpage development, and movie critiques.**

**FREQUENCY: This activity will be provided to students 30 minutes per day (4 days per week) during the academic year and 60 minutes per day (3 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' ELA scores fall below County averages. Parents and teachers both observed the need for assistance with reading comprehension outside of the regular school day. English Language Arts and reading skills are essential to students participating in their communities, entering the workforce, or completing a college education (Fogg, Harrington, & Khatiwada, 2019).**

**Fogg, N., Harrington, P., & Khatiwada, I. (2019). Skills and earnings of college graduates: The impact of human capital in the American labor market.**

**<https://files.eric.ed.gov/fulltext/ED595423.pdf>**

**EVIDENCE: The Structured Literacy Program, an explicit systematic teaching structure, was selected for the comprehension, word recognition, 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):**

- \*Teach students to use the writing process for a variety of purposes.**
- \*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 and math.**

**Tier 2 (Moderate Evidence):**

- \*Augment students' cognitive processes (critical thinking, problem-solving, comprehension, and communication skills) (Thinking Maps)**

**Tier 3: (Promising)**

- \*Teach students to better comprehend and evaluate more complex literary and non-literary works. (Thinking Maps)**

**Tier 4 (Has Rationale):**

- \*Teach students techniques to better deliver oral informational presentations. (research)**
- \*Create an engaged community of student writers.**

**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 English/Language Arts and reading activities. References include evidence supporting strategies, interventions, and/or curriculum.**

**Blackburn, B. R. (2021). Rigor in the remote learning classroom: Instructional tips and strategies. New York, NY: Routledge.**

**Magnolia Consulting.(2015). A final report for the evaluation of the Achieve3000 programs. <https://files.eric.ed.gov/fulltext/ED563449.pdf>**

**MetaMetrics. (2021, June). National lexile study: Impact of Achieve3000 Literacy usage on student reading growth. [https://go.achieve3000.com/rs/026-SJE-918/images/National%20Lexile%20Study\\_2021.pdf](https://go.achieve3000.com/rs/026-SJE-918/images/National%20Lexile%20Study_2021.pdf)**

**Reilly, J. M., & Ross, S. M. (2019). The effects of Thinking Maps in raising student achievement: A retrospective study of outcomes from implementing schools. <https://www.thinkingmaps.com/cdn/JHU-CRRE-Evaluation-of-Thinking-Maps.pdf>**

**U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse.**

(2008, August). Improving adolescent literacy: Effective classroom and intervention practices. <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

## **ACADEMIC ENRICHMENT (MATHEMATICS)**

**ACTIVITY DESCRIPTION:** Math Magic was 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 the general math, algebra, and geometry outcomes. Certified teachers will be used to support students in the program, employing a 1:10 teacher-student ratio. Students math, including English Language Learners (ELL), will receive additional support through small-group and one-on-one tutoring by certified teachers.

Several interventions will be included.

\* Use solved problems to engage students in analyzing algebraic reasoning and strategies. Teach students to utilize the structure of algebraic representations. Teach students to intentionally choose from alternative algebraic strategies when solving problems. Couple these strategies with the following tools to provide the instruction and support learners need to achieve academic success.

\*Teach students foundational basics of general math, geometry, or algebra plus more complex problem solving and real-life applications related to these branches of math.

\*Imagine Math (IM) (formerly Think through Math) is designed to keep students motivated and engaged with warm up games to review prior knowledge, varied activities and question types, and games. Adapted to the students' responses, additional supports are provided to struggling students. Students can activate verbal instructions while they are working on the problem. Live support is also accessible through audio or chat. IM also has a parent portal providing yet another support entity for students.

\*Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

**FREQUENCY:** This activity will be provided to students 30 minutes per day (4 days per week) during the academic year and 60 minutes per day (3 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 mathematics enrichment since students'

math scores fell significantly below County averages. Parents and teachers both observed the need for assistance with reading comprehension outside of the regular school day. Math skills are essential for students to function in the community, at the workplace, and in educational settings; however, math proficiency is critical (Vos, 2018).

Vos, P. (2018). How real people really need mathematics in the real world - Authenticity in mathematics education. *Educational Sciences*, 8, 195-209. doi:10.3390/educsci8040195

**EVIDENCE:** MathMagic activities were selected for their the general math, algebra, and geometry 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):**

**\*Systematic and explicit instruction**

**\*Formative assessment**

**\*Visual presentations of functions and relationships, such as manipulations, pictures and graphs**

**\* Peer-assisted instruction.**

**Tier 2 (Moderate Evidence):**

**\*Teach students to intentionally choose from alternative algebraic strategies when solving problems.**

**\*Drill and practice**

**Tier 4 (Has Rationale):**

**\*Use solved problems to engage students in analyzing algebraic reasoning and strategies.**

**\*Teach students to utilize the structure of algebraic representations.**

**\*Teach students foundational basics and complex problem solving. (IM) (Khan)**

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.

Cabassa, D. (2018). The effect of Imagine Math on high school students with learning disabilities [Doctoral dissertation]. Rowan Digital Works.

<https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3600&context=etd>

Graham, G. (2019). Relationship between implementation fidelity of Imagine Math and HISD secondary students' educational achievement, 2018-2019.

<https://files.eric.ed.gov/fulltext/ED604015.pdf>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2019, January). Teaching strategies for improving algebra knowledge in middle and high school students. <https://ies.ed.gov/ncee/wwc/PracticeGuide/20>

### **PERSONAL ENRICHMENT (Healthy and Active Lifestyle: Fitness)**

**ACTIVITY DESCRIPTION:** Activities in SPARK PE were 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. Teacher Assistants will be used to support students in the program, employing a 1:15 staff-student ratio.

The following interventions 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:** This activity will be provided to students 30 minutes per day (3 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 fitness activities. Students face challenges with obesity and unhealthy food choices. Survey results show both parents and students 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:** The activities in SPARK PE were selected for their outcomes in life skills, core values, and physical activities. 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 health 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 Sparks PE.

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>

Mong, H. H., & Standal, O. F. (2019). Didactics of health in physical education. *Physical Education and Sport Pedagogy*, 24, 506-518. doi:10.1080/17408989.2019.1631270

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. Teacher Assistants will be used to support students in the program, employing a 1:15 staff-student ratio.

The following interventions will be used.

- \*Demonstrate the concepts of music through singing, listening, or movement through the Kodaly Method. This method is also widely accepted as one of the most important approaches to music education.
- \*Employ small-group cooperative learning.
- \*Engage in activities like music trivia, musical quests, and storytelling through music.
- \*Interpret music through listening, reflection, and discussion.
- \*Explore technology and music using handheld devices, free or low cost apps, and preferred musical genres. Remix music, create a unique sound, or sing along to someone else's sound.

**FREQUENCY:** This activity will be provided to students 30 minutes per day (3 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 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, their experiences, and their emotions (Schafer, Smukalla, & Oelker, 2014).

Schafer, T., Smukalla, M., & Oelker, S. (2014). How music changes our lives: A qualitative study of the longterm effects of intense musical experiences. *Psychology of Music*, 42, 525-544. doi:10.1177/0305735613482024

**EVIDENCE:** 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 only a Tier 4.

**Tier 1 (Strong Evidence):**

\*Cooperative learning.

**Tier 4 (Has Rationale):**

- \*Demonstrate the concepts of music through singing, listening, or movement.
- \*Engage in activities like music trivia, musical quests, and storytelling through music.
- \*Interpret music through listening, reflection, and discussion.
- \*Explore technology and music.

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.

- Csikos, C., & Dohany, G. (2016). Connections between music literacy and music-related background variables: An empirical investigation. *Visions of Research in Music Education*, 28, 1-23. <http://www-usr.rider.edu/~vrme/v28n1/visions/Csikos & Dohany Music Literacy.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](https://www.artsednj.org/wp-content/uploads/Review-of-Evidence_Arts-Integration-Through-Lens-of-ESSA.pdf)
- Nielsen, L. D. (2013). Developing musical creativity: Student and teacher perceptions of a high school musical technology curriculum. *Update: Applications of Research in Music Education*, 31(2), 54- 62. doi:10.1177/8755123312473610
- Ruth, N., & Mullensiefen, D. (2021, November 21). Survival of musical activities: When do young people stop making music? *PLoS One*, 16(11), 1-16. doi:10.1371/journal.pone.0259105

**PERSONAL ENRICHMENT (Well-rounded Education Activities: Art)**

**ACTIVITY DESCRIPTION:** Club Panther 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, use of implements and techniques, critical thinking, and interpretation outcomes. Teacher Assistants 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 originality.**

**\*Use different materials (such as found objects, nature, household objects, traditional materials), tools (including technology), and techniques to create works of art which convey the student's skill, meaning, and level of confidence.**

**\*Explore storytelling through art to enhance critical thinking, visual literacy, writing, and presentation 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 (3 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 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:** Club Panther Art Works' activities were selected for their creative process, use of implements and techniques, critical thinking, 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 3 or 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 to foster decision-making and originality.**

**\*Use different materials, tools, and techniques to create works of art which convey the student's skill, meaning, and level of confidence.**

**\*Explore storytelling through art to enhance critical thinking, writing, and presentation 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 Club Panther Art Works. References include evidence supporting strategies, interventions, and/or curriculum.**

**Hess, S., Young, J., & Arbogast, H. (2019). Visual thinking strategies in the composition classroom. In S. J. Corbett, J. L. LeMesurier, T. E. Decker, & B. Cooper (Eds.), *Writing In and About the Performing and Visual Arts* (pp. 171-181). University Press of Colorado.  
doi:10.37514/ATD-B.2019.0292.2.10**

**Hoffman, J., Ivcevic, Z., & Brackett, M. (2016). Creativity in the age of technology: Measuring the digital creativity of millennials. *Creativity Research Journal*, 28, 149-153.  
Doi:10.1080/10400419.2016.1162515**

**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.artsedn.org/wp-content/uploads/Review- of-Evidence\\_Arts-Integration-Through-Lens-of-ESSA.pdf](https://www.artsedn.org/wp-content/uploads/Review-of-Evidence_Arts-Integration-Through-Lens-of-ESSA.pdf)**

**Peralta, A. (2010). The art of storytelling: The co-construction of cultural knowledge. *Art Education*, 63(2), 25-30. <https://www.arteducators.org/research/art-education-journal>**

## **ACADEMIC ENRICHMENT (Well-rounded Education Activities: STEM)**

**ACTIVITY DESCRIPTION:** Modified Experience Experiments' STEM activities (modified by staff for high school students) 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, spatial skills and problem solving, curiosity about STEM, hands-on activities, and inquiry-based outcomes. Teacher Assistants will be used to support the personal STEM enrichment during the academic year, employing a 1:15 staff-student ratio.

The following interventions will be used.

**\*What Works Clearinghouse recommends exposing female students (although this program is co-educational) to successful role models in math and science, providing spatial skills training, creating an environment to stimulate curiosity, and encouraging students to expand and improve their academic abilities to enable academic success. Strategies include finding role models who are competent and successful, traditionally underrepresented in STEM, have attained success through attainable means, and who may come from similar backgrounds as the students (found in the community, virtually, or through online resources); engaging students with shape games, origami, mental rotation tasks, model cut, maps, and spatial organization activities; introducing students to authentic learning experiences, such as reflecting and discussing real world problems they want to solve; and using open-ended questions for academic growth.**

**\*Provide problem solving skills training by introducing students to multiple solution activities and collaborative problem solving.**

**\*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 to students 30 minutes per day (3 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 STEM enrichment because science scores fall below County averages and showed a decline since the last testing cycle. Results of

**BGCSLC's student survey indicated an interest in STEM enrichment. STEM fields require more skilled employees; therefore, high school students who aspire careers in STEM should work with school personnel to best find a path to their career objectives (Edwin, Prescode, & Bryan, 2018).**

**Edwin, M., Prescod, D. J., & Bryan, J. (2018). Profiles of high school students' STEM career aspirations. Career Development Quarterly, 67, 255-263. doi:10.1002/cdq.12194**

**EVIDENCE: Experience Experiments's activities were selected to include STEM role models, spatial skills and problem solving, curiosity about STEM, and inquiry-based 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):**

**Tier 2 (Moderate Evidence):**

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

**Tier 3: (Promising)**

**\*Create an environment which sparks curiosity. (WWC)**

**\*Encourage students to expand and improve their academic abilities. (WWC)**

**Tier 4 (Has Rationale):**

**\*Expose students to successful role models in math and science. (WWC)**

**\*Provide problem solving. (research)**

**\*Provide spatial skills training. (WWC)**

**All identified tiers for the STEM 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.**

**Furtak, E. M., Seidel, T., Iverson, H., & Briggs, D. C. (2012). Experimental and quasi-experimental studies of inquiry-based science teaching: A meta-analysis. Review of**

**Educational Research, 82, 300- 329. Doi:10.3102/0034654312457206**

**Gladstone, J. R., & Cimpian, 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**

**Jurdak, M. E. (2006). Contrasting perspectives and performance of high school students on problem solving in real world, situated, and school contexts. Educational Studies in Mathematics, 63, 283- 301. Doi:10.1007/s10649-005-9008-y**

**Minner, D. D., Levy, A. J., & Century, J. (2010). Inquiry-based science instruction - What is it and does it matter? Results from a research synthesis years 1984-202. Journal of Research in Science Teaching, 47, 474-496. doi:10.1002/tea.20347**

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

**Peterson, E. G., & Hidi, S. (2019). Curiosity and interest: Current perspectives. Educational Psychology Review, 31, 781-788. Doi:10.1007/s10648-019-09513-0**

**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 (Career Competencies and Career Readiness / Well-rounded Education Activities: Field Trips)**

**ACTIVITY DESCRIPTION: Career & College Tours was 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 academic enrichment, educational guidance, and career exploration. Teachers and Teacher Assistants will be used to support students in the program, employing a 1:10 staff-student ratio.**

**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 students to academic enrichment experiences in a variety of subject disciplines, develop their soft skills, provide them with educational guidance about college, and career exploration through regional entities. On a day when a tour is planned, students will first be given an assignment related to the subject of the turn. They will then participate in the tour and, when they return to the Club, will complete another assignment designed to reinforce what was taught.**

**FREQUENCY: This activity will be provided to students for six 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: Career & College Tours' activities were created 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 1 (Strong Evidence):**

**\*Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.**

**\*Integrate oral and written language instruction into content-area teaching.**

**Tier 2 (Moderate Evidence):**

**\*Deliver contextualized or integrated basic skills instruction to accelerate students' entry into and successful completion of career pathways.**

**\*intentionally design and structure career pathways to enable students to further their education, learn how to secure a job, and how to advance in employment.**

**\*Develop continuously leverage partnerships to prepare students and advance their job success.**

**Tier 3: (Promising)**

**\*Enhance critical thinking skills for students involved in the field trip experience**

**\*Strengthen feelings of tolerance for varying perspectives**

**\*Participate in an authentic learning experience**

**\*Engage and assist students in completing critical steps for college entry.**

**\*Increase families' financial awareness and help students apply for financial aid.**

**Tier 4 (Has Rationale):**

**All identified tiers for the Career & College Tours 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/>**

**Hutson, T., Cooper, S. M., & Talbert, T. (2011). Describing connections between science content and future careers: Implementing Texas curriculum for rural at-risk high school students using purposefully designed field trips. Rural Educator, 33, 37-47.**

**[https://www.nrea.net/The\\_Rural\\_Educator](https://www.nrea.net/The_Rural_Educator)**

**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>**

**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>**

### 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.**

Westwood partners.pdf

**Filename: Westwood partners.pdf Size: 2.3 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 manager, 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 staff of Fort Pierce Westwood Academy 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.**

**Three certified teachers will be hired, assisted by three Teacher Assistants. 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.**

H.S. Job Descriptions.pdf

**Filename: H.S. Job Descriptions.pdf Size: 9.5 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.**

FORT PERICE WESTWOOD ACADEMY HIGH SCHOOL PD SCHEDULE.pdf

**Filename: FORT PERICE WESTWOOD ACADEMY HIGH SCHOOL 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.**

[Westwood budget.pdf](#)

**Filename: Westwood budget.pdf Size: 329.7 kB**

### **3.11 Plan for Sustainability**

#### **Instructions**

Use the text box to describe the agency's strategic planning process for continued sustainability of the 21<sup>st</sup> 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.**