

3.1 Project Abstract/ Summary

The FLY Program (Future Leaders of Youth) provides a 21st Century Community Learning Center for students and their families at the Boys & Girls Clubs of Citrus County (BGCCC) – Robert Halleen Club (RHC) located in Homosassa, Florida. The target schools for our program are Crystal River Primary School (CRPS), Homosassa Elementary School (HES), Lecanto Primary School (LPS), and Crystal River Middle School (CRMS).

The program annually will serve 80 youth after school, and 80 during summer and holiday breaks. RHC's after school program operates Monday-Friday starting at 3:00 PM and runs until 6:30 PM. The program utilizes research-proven curricula, project based learning, and tutoring. The program will positively impact program youth and their families and set high goals for student academic success.

3.2 Community Notice and Needs Assessment

3.2.a Community Notice

BGCCC advised the community to be served of the intent to apply for 2018-2019 21st Century Community Learning Centers (CCLC), through the following methods: Presentation and Principals meetings, public notice posted on the external doors of the Club, flyers to parents, and letters sent to private schools in the area. Upon award of the grant, BGCCC will post a copy of the approved proposal on our website at www.bgccitrus.org. This site will also house a separate webpage for the 21st Century program that will post updated program calendars, site schedules, staff contact information, evaluation reports, and information about programs and activities taking place at each site. BGCCC will use the evaluation results as an opportunity to share ongoing project results with community stakeholders including the School Board, Superintendent of Schools, parents, classroom teachers, and community organizations.

3.2.b Needs Assessment

To accurately identify and effectively meet the diverse needs of the youth to be served, their families, the Citrus County School District, partners, and stakeholders; a thorough data collection and analysis process was established. Prior to program development, The Boys and Girls Club of Citrus County (BGCCC) conducted a Needs Assessment to collect, review, and analyze data, identify the District's priority schools in need of support, engage appropriate stakeholders to solicit input, review, and prioritize needs. In our endeavors to bridge existing gaps in community services, BGCCC reached out to local government officials as well. Florida Senator Wilton Simpson and House of Representative member Dr. Ralph Massullo provided input on the project and provided letters of support. (Attachment)

Citrus County is classified as an urban community (Florida Dept. of Health, Rural Community Map 2016). According to the most recent US Census, the estimated population for the county is 141,058 with almost 18% living in poverty (US Census Quick Data, 2016). Nonetheless, nearly 19% of those 141,058 residents are students 18 years old or under who are in desperate need of an after school program. Per the ALICE Report of 2017 there are roughly 60,000 households in Citrus County and slightly more than 26,000 households live in poverty or less than the basic cost of living for the county. There are about 9,000 households with children. There are 2,300 households with a single mother, in which 86% live in or under the threshold of making below the cost of living in Citrus County. Roughly 1,100 single fathers in Citrus County make up 56% of households living in poverty or under the cost of living.

The need for quality after school programs also reflects the relationship between students at risk of entering the juvenile justice system. According to a report published by the Afterschool Alliance, more than a quarter of America's school children are unsupervised between the hours of 3pm and 6pm, which are the peak hours for juvenile crime and experimentation with drugs,

alcohol, cigarettes and sex (Afterschool Alliance, 2015). These are hours that could be spent safely and productively, increasing student academic success, and personal development.

Tobacco usage has also shown an increase in the Citrus County community. The percent of adults who are current smokers in Citrus County has increased by 37% from 2010-2013; from 22% in 2010 to 29% in 2013. The percent of adults who are current smokers in Citrus County remains much higher than the state average in 2013 (29% in Citrus County; 17% in Florida). (Citrus County Community Health Assessment 2015)

In a local focus group, it was identified that the number of unwanted teenage pregnancies is increasing. Teen pregnancy rates were above state average according to a wellflorida.org health assessment. (Citrus County Community Health Assessment 2015) Pregnancy and birth are significant contributors to high school dropout rates among girls. Approximately 50% of teen mothers receive a high school diploma by 22 years of age, whereas an estimated 90% of women who do not give birth during adolescence graduate from high school. The children of teenage mothers are more likely to have lower school achievement and drop out of high school, have more health problems, be incarcerated at some time during adolescence, give birth as a teenager, and face unemployment as a young adult. (Centers for Disease Control and Prevention)

The Florida Department of Education (FLDOE) assigns school grades based on data from the annual statewide assessments, learning gains for each student, and the progress of the lowest quartile of students. As the following tables illustrate, the district struggles to impact the lowest 25% of students in math, science, reading/language arts.

Target School Eligibility						
School Name	Student Membership	High Poverty (Top Quartile)	Title 1 Status	School Grade 2018	School Grade 2017	Free or Reduced-Price Lunch Rate 2018
CRPS	671	YES	YES	C	C	84%
HES	400	YES	YES	C	A	88%
LPS	762	YES	YES	C	B	75%
CRMS	838	YES	YES	C	B	75%

Target School Eligibility						
School Name	English Lang. Arts Learning Gains	English/ Lang. Arts Gains Lowest 25%	Mathematic Learning Gains	Mathematics Learning Gains Lowest 25%	Science Achievement	Middle School Achievement
State Average	54.5	47.8	57.1	48.4	56.6	70.1
CRPS	49	50	52	31	60	N/A
HES	48	33	54	35	67	N/A
LPS	51	37	63	36	56	N/A
CRMS	52	34	53	54	59	60

***Below State Average**

(School Accountability Report, 2018)

Crystal River Primary School is a Title I school with 84% of its students identified as economically disadvantaged. It's English Language Arts Achievement was 51% (compared to the state average of 55.8%) and it's learning gains in this area was 49% (compared to the state average of 54.5%). It's learning gains in Mathematics was 52%, which was below the state average of 57.1%. Their learning gains for students in the lowest quartile in Math was 31% (compared to the state average of 48.4%). The school grade, which was an A two years ago, is a C this year.

Lecanto Primary School is a Title I school with 75.2% of its students identified as economically disadvantaged. It's learning gains in English Language Arts was 51%, while the state average was 54.5%. Their learning gains in ELA for students in the lowest quartile was 37% (compared to the state average of 47.8%). Their learning gains for students in the lowest quartile in Math was 36% (compared to the state average of 48.4%). The school grade, which was a B last year, is a C this year.

Homosassa Elementary School is a Title I school with 88% of its students identified as economically disadvantaged. It's English Language Arts Achievement was 52% which was below the state at 55.8%. It's learning gains in this area was 48% (compared to the state average of 54.5%). Their learning gains in ELA for students in the lowest quartile was 33% (compared to the state average of 47.8%). Learning gains in math were also below the state average at 54% (instead of the state average of 57.1%) Their learning gains for students in the lowest quartile in Math was 35% (compared to the state average of 48.4%). The school grade, which was an A last year, is a C this year.

Crystal River Middle School is a Title I school with 75.2% of its students identified as economically disadvantaged. It's English Language Arts Achievement was 52% (compared to the state average of 55.8%) Their learning gains in ELA for students in the lowest quartile was

34% compared to the state average of 47.8%. Their Mathematics Achievement score was below the state score of 59.7% at 57%. Their Math Learning Gains were at 53%, below the state average of 57.1%. Their Middle School Acceleration score was a 60, compared to the state average of 70.1. The school grade dropped from a B last year, to a C.

Each of the targeted schools is a Title I school – an indicator of poverty. A preponderance of research has demonstrated that living in poverty has critical negative effects on children’s physical and mental health and well-being. Financially disadvantaged youth are at greater risk for poor academic achievement, school dropout, abuse and neglect, behavioral and socio-emotional problems, physical health problems, and developmental delays. All schools were deemed and qualified as Need of Support by the Citrus County School District.

3.3 Dissemination of Information

BGCCC staff will use scheduled monthly meetings with school staff to provide program information, taking full advantage of the county’s historically active informal communication networks. BGCCC will locate other community resources, such as churches and libraries, to post information regarding program activities and public events. BGCCC will continue to develop a relationship with the “*Citrus County Chronicle*”, the primary newspaper serving Citrus County, to provide press releases and other program information for publication. Social media such as Facebook, Twitter, and Instagram will be used to post student projects (for students whose parents have signed a release), create enthusiasm, and promote the program. BGCCC additionally will maintain its website, www.bgccitrus.org. The website will contain a specific link to the 21st CCLC page, which includes hours, locations, and activities. A copy of the project and approved grant narrative will be posted to the website, as well as outcomes such as the formative and summative evaluations.

3.4 Target Population, Recruitment, and Retention

Target Population: All four schools targeted for this project are Title I schools. “Historically, low-income students as a group have performed less well than high-income students on most measures of academic success—including standardized test scores, grades, high school completion rates, and college enrollment and completion rates. Countless studies have documented these disparities and investigated the many underlying reasons for them.” (Reardon, 2013). To address the specific needs of these students, the program will target students that are low performing or at risk of failure for recruitment into the program. While our program will prioritize these students, all students are eligible for program services based on the student assessment results. No student will be excluded from participating in the program when space is available.

In order to reach the students most in need of services, BGCCC will use a rubric to prioritize youth at risk for educational failure. Based on consultation with the School District, risk factors that are most salient to Citrus County and this project include: (1) Family History of High Risk Behavior – Indicated by adult illiteracy, unemployment, and poverty rates in the communities being served; (2) Academic Failure – Indicated by grade repetition, reading inefficiency, math inefficiency, and low standardized test scores; and (3) Lack of Commitment to School – Indicated by low school enrollment, low average daily attendance and truancy rates. Using school year 2017-2018 data, BGCCC will work with the School District to identify students who meet at least 2 of the following 3 criteria: (1) Low performing students – Level 1 and Level 2 scores on the Florida Standards Assessment; (2) Students with multiple absences, suspensions and/or expulsions; (3) Students with a family history of high-risk behavior as indicated by District or School personnel.

Recruitment & Retention: The BGCCC and key staff members from the target schools have been and continue to work closely to identify the prospective 21st CCLC students. The primary goal is to address the academic failure or danger of retention by identifying those who are

scoring below grade level on the recent state assessments, identified as part of McKinney-Vento Homeless Assistance Act; migrant youth, neglected and delinquent youth, low income family and/or referrals by principals, teachers, and/or parents. The recruitment and retention plan is to create an environment where youth are active agents in their own development while fostering a safe environment that supports regular and continuous participation. High quality instructional practices offer fun and hands-on learning that will keep the youth engaged. To ensure a nurturing atmosphere, staff will create safe environments that are free from bullying, anti-social behaviors and other potential negative influences that could deter students from attending the program. Youth attendance is influenced by a combination of social and peer factors, program structure and context; therefore, the program will provide engaging programming that encompasses a wide variety of activities that address student needs and interests. Program activities will also address areas of interest that are developmentally age appropriate for the targeted K-8 students while providing opportunities to explore program areas that are gender, race, and student specific. Well organized structure programming that will keep parental interest and informs so that parents ensure youth attend regularly.

Recruitment, student achievement, and consistent attendance will be accomplished through strategies designed to connect the youth to productive goals, values, and beliefs that lead to better choices and include: Youth councils to ensure each child's concerns will be heard and promote ownership of the program, Project Based Learning, academic enrichment activities, drama; and health and fitness programming. The program will collaborate with schools and stakeholders to continuously update the strategies to remain relevant and effective in a rapidly changing world.

Students with Special Needs: Florida's educational standards and accountability system support the requirements of federal laws regarding participation of students with disabilities in standards-based instruction and assessment initiatives. The Elementary and Secondary

Education Act of 2001 (ESEA), also known as No Child Left Behind (NCLB), and the Individuals with Disabilities Education Act of 2004 (IDEA), governs services provided to students with disabilities. BGCCC supports the Citrus County School Districts by following established procedures to identify and evaluate students who are suspected of having a disability. In accordance with Section 504 of the Rehabilitation Act of 1973, students with disabilities will have accommodations made for all appropriate program activities. Students of all backgrounds, physical, mental, and emotional abilities will be invited to become part of our program.

3.5 Times and Frequency of Service Provision for Students and Family Members

Through surveys, parents expressed frustration over the new teaching strategies for math and language arts, reporting that they felt ill equipped to assist their children with homework, and therefore, reinforce learning in their homes. The need to reinforce social competence related to school engagement is both great and specifically support our target communities' needs.

BGCCC proposes to implement strategies that promote social engagement with the regular school day by empowering parents with the competencies they need to successfully support the academic achievement of their children. Our goal is for 80% of family members to attend at least one or more family engagement events. These engagement events will be led by the Site Director in conjunction with certified teachers and part-time staff employed by the program. Although parents' interests are largely consistent across school sites, specific offerings will be refined to address specific parent needs as determined by on-going communication and program planning.

Family engagement will be accomplished by providing supportive systems and services that include: access to resources, fostering parent child communication through take home projects and activities, and workshops specifically aimed at empowering parents with the knowledge and skills they need to assist their children in doing homework, completing upcoming projects and

how to access information about student grades and behavior. These services will be offered bi-monthly, during the evenings, after program hours. The program will provide projects that enhance parent and student communication, while reinforcing strategies implemented in the program. One such example is a take home reading calendar with motivating sticker stars that parents award every time a student reads a book at home. Projects like these will promote literacy and encourage parents to participate in their child’s learning. Finally, the program will host bi-monthly family nights to promote student achievement, disseminate information about the program, and learn more about the parents. (Family Calendar Attached).

3.6 Program Evaluation

3.6.a Statewide Standard Objectives (See attachment Objective Table 3.2.a)

Measurable objectives and associated assessments are provided in the Objectives Table submitted with this application.

3.6.b Objectives for Academic Benchmarks (See attachment Objective Table 3.2.b)

3.6.c Applicant- Specified Objectives (See attachment Objective Table 3.3)

EVALUATION PLAN: Based on the research-based concept of M.Q. Patton, the 21st CCLC evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models) – rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in “real time”, embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state government, the federal government). The evaluation plan is

further enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and communication of evaluation results both internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan will be firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. As such, evaluation will include three connected elements: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting and analyzing how the model works in practice, and (4) documenting and analyzing change in student's actions, attitudes, knowledge, performance.

Data Collection and Timeline: The following provides the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency with which the data will be collected. Data collection will include: (1) Average daily attendance and student enrollment (Monthly); (2) State Standardized Assessments in Reading, Math, and Science (Annual – FSA for grades 3-5, FCAT Science 5th grade only); (3) District-Based Diagnostic Assessments (all grades) in Reading, Math, and Science (Bi-Annual); (4) District-

Based 'Palm Beach Writes' Diagnostic Test (all grades; Bi-Annual); (5) School 'Grades' in Reading, Writing, Math, and Science (3X Annually - Trimesters); (6) School records on student absences from regular school day (Bi-Annual); (7) Pre-post knowledge assessment in visual and performing arts (Quarterly); (8) Physical Fitness Assessments (Quarterly); (9) Staff surveys of professional development to effectively provide 21st CCLC activities (Annually); (10) Teacher and Staff Surveys on student impact and change (Annually); (11) Attendance logs from parent events (Monthly; By Event); (12) Adult Literacy Performance Surveys from all literacy-based parent events (Monthly; By Event); and (13) Student and Parent Satisfaction and Impact Surveys (Annual).

Data Collection, Maintenance, and Reporting: CASPER agrees to provide any and all necessary data to complete the proposed and required state and federal evaluation reporting requirements. To support the evaluation process (and under a formal data sharing agreement), the external evaluator is able to work directly with the Department of Research and Evaluation to obtain all necessary data needed for the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data are obtained for all reporting processed. The data includes all student demographics, state standardized tests (from all prior years), student standards-based report card 'grades', district diagnostic results on all students, and a variety of other data used for the evaluation process. The program director also has access to student data using dashboards developed by CASPER (e.g., Education Data Warehouse, TERMS, etc.), and all teachers have access to data on 21st CCLC students - thus allowing an outstanding connection to the school day, but also providing for the necessary data to engage in the Continuous Improvement Model with support from the evaluator. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by the Florida Department of Education or developed by the program. The FLDOE will have access to all FERPA-compliant data collected by the program.

Examining Program Impact: A Formative Evaluation summary will be completed at mid-year, with additional interim evaluations completed after on-site visits. Each report will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year (submitted by July 31) and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using the FL Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives. The fifth-year report (final summative evaluation) will include aggregated data across all five years.

Use and Dissemination of Evaluation Results: Distribution will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. Monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with FL's Afterschool Standards. Data will also be utilized by the program director and teachers during weekly meetings to help tailor program offerings to the needs and progress of individual students. Evaluations will be shared electronically with all stakeholders (e.g., administrators, parents, partners) to share information and encourage feedback. To inform the community, evaluation results will be uploaded to the 21st CCLC website.

3.7 Approved Program Activities

In order to address the needs of the students, collaboration with Citrus County School District key specialist, BGCCC will implement a multi-tiered strategy that involves Homework Help & Remediation, Project Based Learning, Enrichment Labs, and Fitness & Structural Play. These strategies have been chosen in order to address the identified student deficiencies in reading, writing, math, and science outlined in the needs assessment and project goals and objectives. The overarching principle throughout the program is to create a supportive environment that is conducive to learning. Through hands on experiential learning, this program will allow students and their families to build social competencies and controls that will allow both students and their families to become more engaged in the student learning experience. Finally, the program has been designed to support the lessons being taught during the regular school day by supporting the Florida Standards for Education and incorporating strategies outlined in the school improvement plans of each site.

Homework Help, Remedial Education, Tutoring: As identified on both the needs assessment and the District's School Improvement Plans for the Targeted Schools, there is a great need for structured time to address student homework completion. During the first hour of programming, students will be participating in homework help while enjoying a healthy snack. Certified Teachers and BGCCC Professional Staff will be available on-site to assist students who require additional tutoring, remediation or more time to complete homework. Students without homework will be participating in quiet time reading. To engage and retain the interest of youth who have completed their homework assignments, the program will make a computer lab available for students to use for educational games and software. Examples of educational games include *Math Playground*, a popular learning site featuring math games, logic puzzles, and a variety of problem solving activities. *I-Ready* is an adaptive diagnostic tool for reading and mathematics that pinpoints student needs to the sub-skill level and tracks ongoing progress monitoring, including whether students are on track to achieve their end of the year goals. This

activity is appropriate for the targeted students in grades K-8. BGCCC partner, Nature Coast Pet Therapy will come and assist the students with reading and reading comprehension. Nature Coast Pet Therapy is an organization that nurtures children in various venues and scenarios but in our case will allow the children to read to the therapy dogs in a non-judgmental atmosphere. The teacher to student ratio for homework help will be no greater than 1:10

Project Based Learning: Project Based Learning (PBL) is an instructional method of hand-on, active learning centered on the investigation and resolution. The PBL reinforces the Florida academic Standards at each grade level while also developing students' skills in investigation, collaboration, communication, time management, organization and use of real-world technology. Project Based Learning will be carefully provided with fun and academic (reading/math/science) theme and will be supervised by Certified Teachers working with BGCCC staff to ensure the highest quality of instruction. Students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. As identified by the School Improvement Plans for each target site and the needs assessment, the primary focus of the PBL will be to enhance student literacy while reinforcing student abilities in math, science and writing. Teachers and BGCCC Professional Staff will facilitate 60 minutes of PBL 2-3 times per week, respective to the complexity of the project. The student to teacher ratio will be no more than 1:15 and will address key components such as math, reading, and science enrichment. This component of the program will lean heavily on hands-on experiential learning in an interactive and engaging environment. Through PBL activities are supported by relevant, recent, and scientifically-based research. One of the project areas that will be targeted is Science experiments, including creating an invisible egg shell, volcanic eruptions, rockets and growing different plants and vegetables.

Enrichment Labs: The Enrichment Labs help promote character development, pro-social behaviors and provide the targeted K-8 students with educational experiences that are

meaningful and rewarding. Character Development programming will include curriculum and instruction that promote prosocial behaviors in student participants. Enrichment labs will be led by both BGCCC Professional Staff and supervised by Certified Teachers with a staff to student ratio not to exceed 1:20, lower than Florida Afterschool Network (FAN) recommendation of 1:25. Enrichment labs will feature *SMART Moves (Skills Mastery and Resistance Training)*, a nationally acclaimed prevention program that helps youth to resist alcohol, tobacco, and other drugs by practicing resistance and refusal skills while strengthening decision-making skills. Enrichment Labs will also provide students with experiential learning experiences related to music, drama, and the arts. Students will also be part of a cultural awareness PBL titled, The Ultimate Selfie. The Ultimate Selfie will involve student participation, with parental approval, in genetic mapping resources such as “23 & Me” or Ancestry.com. Students will explore genealogy and learn about different cultures and life from around the world as it relates to their family history. Life skills is another area that will be addressed with students including career exploration, and home economics (home ec) skills like sewing, knitting, and lite cooking. These skills are often neglected by the regular school day and are vital to raising strong, adjusted young people. These labs will be developed in collaboration between Site Directors, Professional Staff, and Certified Teachers with a shared goal to reinforce concepts learned during the regular school day, in an environment that is fun and engaging.

Fitness & Structural Play: The Fitness & Play strategy consists of daily fitness challenges and activities that develop motor skills while providing students a positive environment to interact with their peers. The Boys & Girls Clubs of America (BGCA) curriculum provides students the opportunity to improve their physical fitness in a series of weekly non-competitive yet challenging programs incorporating movement, play and healthy eating. The program is appropriate for the targeted students, grades K-8 and is based on the American College of Sports Medicine’s recommendation of a minimum of 60 minutes of physical activity, 5 or more

times per week. Another component of the fitness and play strategy is *Point League*. This program is a competency based program that teaches students math skills related to counting, statistics, and general arithmetic through sports. At program completion, they will have an understanding of statistics and data reporting. Additionally, the program will develop and compete in their own in-house program called “BGC Ninja Warrior”. This program is an obstacle based fitness program where students run, climb, crawl, and jump to complete the course. This activity supports fitness concepts like agility, strength, balance, and flexibility. A part time aide will teach this daily, for 1 hour per day, with a 1:15 ratio.

3.8 Applicant’s Experience and Capacity

The Boys & Girls Clubs of Citrus County, Inc. was incorporated on March 16, 1992. With the proven success formula of the national organization of the Boys & Girls Clubs of America to use as a guide, it was felt that a local Club would help plant seeds to help local boys and girls make appropriate and satisfying choices in their physical, educational, personal, social, emotional and vocational lives. The Club is positioned in the community to provide programs to young people that are distinguished from what they get elsewhere - in school, at home, in church, in other private agencies or in public recreation. The Club is for boys & girls (6-18 years old). It has full-time professional leadership, it assures that all girls and boys can afford to belong, is building centered, and has a varied and diversified program that is guidance oriented. (Attached organizational chart)

Program Administration and Fiscal Management - Boys & Girls Clubs of Citrus County currently serves over 500 students each year with an average daily attendance of 125 youth at 3 off school sites. Annually, Boys & Girls Clubs of Citrus County manage an annual budget of over \$700,000 in state, federal, and donation dollars. Awards have been received from the Florida Department of Juvenile Justice, Office of Juvenile Justice and Federal Programs, the Florida

Alliance of Boys & Girls Clubs, and the Florida Department of Education. An annual audit is completed by a certified public accounting firm.

BGCCC will provide oversight to the 21st CCLC programs by managing student conduct, instructional strategies, program leadership, character education instruction, and prevention activities. BGCCC will serve as the fiscal agent, offering centralized business services to track grant funds, ensuring project funds are managed appropriately, and that timely financial reports are submitted.

With a Master's Degree in Integrated Marketing Communications and over 9 years of youth development experience, BGCCC Chief Executive Officer, Travis Anderson, will provide administrative oversight for this project. Over the past 7 years Mr. Anderson has overseen federally funded grants and successfully managed 21st CCLC grants in Madison, and Liberty Counties. (See attached Resume)

Donna McClimont will serve as Project Director for 21st CCLC. (See Resume attached) Donna has worked with Boys & Girls Clubs for over 10 years and has valuable experience including operational direction, fiscal management, federal reporting, and human resources.

The established leadership's knowledge of federal programs, and familiarity with 21st CCLC enable a timely startup and implementation of project programs and activities. An excellent working relationship with the targeted site further enables this program to be managed effectively; site coordinators hired for the project are experienced childcare professionals, are qualified, and are capable of achieving grant objectives. See (Attachments) for complete job descriptions.

Program Implementation - BGCCC is monitored annually by each of our funding sources, including: The Florida Alliance of Boys & Girls Clubs, Boys & Girls Clubs of America, the

Department of Children and Families, Department of Education, and the Early Learning Coalition.

BGCCC has greatly benefitted from an established data collection, intervention, and corrective action monitoring system, *Visions Member Tracking System*. Each month, Club Directors meet to discuss program operations and receive direction on monthly tasks. Identified problems and trends are corrected and reviewed for effectiveness. Areas of monthly evaluation include: program goals and objectives attainment data; fidelity of evidenced based programming; required reporting; compliance with state and federal regulations; compliance with NSLP Afterschool Snack Program; staffing plan compliance; and progress of any issues identified previously for corrective action. This process has served to identify and correct issues before they become serious problems. Corrective actions implemented and completed during this time are followed up at the next meeting and in-between for successful implementation.

3.9 Staffing & Professional Development

3.9.a Staffing Plan

Program staff will be recruited from the local community with specific pursuit of potential staff from the target schools and the College of Central Florida. All staff hired will receive a Level 2 background screening prior to commencement of employment, as well as pass a drug screening test administered by *Quest Diagnostics Lab*. BGCCC will maintain compliance with all childcare licensing requirements from the Department of Children and Families. The following staff complement are proposed for this project:

Program Coordinator: This part time position supervised by BGCCC Board of Directors will perform duties specifically related to 21st Century project, including: purchasing, financial reporting, human resources functions, contract management, partner coordination, quality

improvement, supervising the grant deliverables and ensuring outcomes are achieved and the development of support services and revenue streams. This position requires a Bachelor's Degree with a Mather's degree as a recommendation.

Project Director: This full time position is supervised by the Program Coordinator. Duties include implementing all 21st CCLC program activities to ensure that program goals are achieved, coordination of 21st CCLC program staff and volunteers, provision of training and program development, collection and submission of monthly program deliverables and coordinating data collection with School District Liaison. The minimum requirement for this position is a High School Diploma with preference given to candidates with a B.S. Degree.

Site Coordinator: Site Coordinators are directly supervised by the Project Director. Duties include: implementation of daily 21st CCLC program activities, supervision of part-time staff, certified teachers, and volunteers, coordination for family literacy and parent involvement activities, snack program facilitation, safety plans management, and serve as liaison between the program and schools. The minimum requirement for this position is a High School Diploma with preference given to candidates with a Bachelor's Degree. Site Coordinators will maintain a youth supervision ratio of 1:20.

Certified Teacher: 5 part-time teachers with a Florida Teaching Certificate or Temporary Teaching Certificate will be hired to provide academic enrichment instruction, develop, approve and implement 21st CCLC program plans related to academics and homework help; develop individualized plans for students in need of additional assistance and remedial tutoring; and attend Family Engagement Activities. Certified teachers are supervised by the Site Coordinator and will maintain a student supervision ratio of 1:15.

Youth Development Professional: The program will hire 6 part-time activity workers to maintain a student supervision ratio of 1:15 and provide: support to the Site Coordinators and Teachers;

preparation of program supplies and materials, supervision and assistance in the healthy snack program, mentoring, and assisting teachers to implement all Performance Based Learning activities, academic enrichment activities, tutoring, and homework help. This position requires a minimum of a High School Diploma and is directly supervised by the Site Coordinator.

Independent Evaluator: The program will contract with Dr. Charles Byrd, Chief Executive Officer for Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) (www.casperfl.com), for external evaluation services. CASPER is a Florida-based company with extensive experience in federal K-12 program requirements, evaluations, and research. CASPER was selected through a competitive process. CASPER will oversee all aspects of program evaluation. Led by a professional evaluator and licensed psychologist, CASPER has overseen the evaluation of over 500 educational programs. As an active member of the American Evaluation Association and American Psychological Association, evaluations will be conducted under the ethical codes and procedures of these professional organizations. All employees, officers or agents are free from any real or apparent conflict of interest. Duties include: collection of base-line data, surveys and interviews students, parents and staff, develops a timeline of major program activities and objectives, develops Formative and Summative Evaluations, and assists the Project Director in reporting required outcomes to 21CCLC program.

3.9.b Professional Development

BGCCC will provide year round training opportunities for all employees within the program. The Project Coordinator, the Project Director and the Site Coordinator will attend the 21st Century Learning Centers Statewide Conference. Additionally, the CEO and the Project Director will attend the new program orientation training to be held by the 21st Century Learning Centers Team. In accordance with our safety plan all BGCCC staff will be trained and certified in

CPR/First Aid. To support our mission to serve disadvantaged youth, BGCCC staff will additionally participate in professional development trainings that focus on abuse and neglect reporting, civil rights, and cultural competency. These trainings will be offered after regular program hours to ensure there are no interruptions to regular service provision and supervision of youth. Finally, BGCCC will provide online training to staff through an online school the Boys & Girls Clubs of America's and Harvard Business School developed called Spillett University. Spillett University is found on a secure site addressed BGCA.NET and is a comprehensive training site dedicated to enabling Clubs to have the most impact on youth by strengthening the leadership capabilities of staff at every level of the organization. This online learning management system allows program staff to participate in training at their own pace and at any time. Staff will be assigned position-specific training each month that they will be able to access via computer, tablet, or mobile phones. Topics will relate directly to 21st CCLC program implementation and our selected performance based learning and educational enrichment activities.

3.10 Facilities

The Robert Halleen Club (RHC), located at 8535 W Goodman Ln. Homosassa Fl. 34448, provides comprehensive programming to boys and girls ages 6-18. The Robert Halleen Club will provide program space, and representation on the 21st Century Advisory Board. The center will operate for 180 school days from 3:00-6:30pm and 51 summer days from 6:30am-6:30pm.

RHC offers access to an All Purpose Space (1000sqft) for games, seminars, and indoor activities; 3 classrooms (800sqft/each) utilized for Homework Help, snack; All Purpose Athletic Fields including baseball/football field and basketball courts; playground area with swings, workout equipment, and slides; offices for 21st Century Personnel and storage and computer

labs with up to 10 computers available for use. RHC also has access to a cafeteria with kitchenette and ADA approved bathrooms.

3.11 Safety and Student Transportation

From the time students are dismissed from school until they are released to a parent, students will be closely supervised. Each day after school, students will board BGCCC vans or school district buses operated by Citrus County School District bus drivers. These bus drivers are governed by the Citrus County School District and will drop students off at the Club.

Any BGCCC staff member driving a Boys & Girls Club vehicle must be approved by BGCCC administration, and by the insurance company as an insured driver before driving the vehicle. Each year all drivers must pass a physical and their driving record reviewed.

A formal student sign-in and sign-out process will be conducted daily to track student attendance and ensure that supervision ratios are met. Each student will have completed, as part of the intake procedure, a form signed by a parent or guardian giving explicit instructions regarding that student's release and who is allowed to pick up the student. Intake forms also address critical information to be used in an emergency situation, such as student medications, allergies, emergency contact numbers for family members, and any special instructions. Each site will have a single point of parent entry that will be monitored by a designated 21st CCLC staff member. Students must be signed out and will only be released to the adult(s) named on the form, who must present a valid identification. Parents will have an assigned phone number to call in the event that an emergency arises, release protocols and other arrangements must be made.

While on campus, Site Coordinators will enforce the policies and procedures of the BGCCC.

Documentation of all fire drills, emergency drills, and behavioral issues will follow the protocols

of BGCCC. BGCCC follows a strict protocol in the case of emergency, so that at no time is a group of students left unsupervised while a crisis is addressed. Each staff member supervising youth will have two-way radios. Equipment and supplies used for program activities will be stored in a secured area to avoid inappropriate use or the possibility of accident. Equipment will be properly maintained and routinely inspected to avoid injury from possible defects or misuse. Finally, all staff and volunteers will complete a level 2 background screening in accordance with the Jessica Lunsford Act, prior to commencing any interactions with youth.

3.12 Partnerships, Collaborations, and Sustainability

3.12.a Partnerships

During the needs assessment process, a variety of partners and stakeholders were identified to participate in this project. Stakeholders included targeted schools, law enforcement, the local health department, United Way, community leaders and local non-profits. These partnerships have been identified through letters of support submitted with this application. All partners have agreed to support BGCCC in its efforts to fulfill the goals and objectives outlined in the grant. For a complete list of partners see the attached partners table.

3.12.b Collaboration

Each targeted school is the primary educational provider, and as such, central to the proposed project. Program activities occur off-site from the child's school but through daily communication via email, homework assignment log, and other methods; BGCCC staff will work with children to achieve the specified goal from the regular school day teacher. BGCCC identified needs on the School Improvement Plans and aligned with the direction of programs offered in the after school program. As detailed previously, this active collaboration process began in December 2017 with

schools, administrators, and teachers during the needs assessment process and through staff selection.

This collaboration will continue throughout the grant period. BGCCC will communicate and collaborate on a daily basis with program staff, school officials, stakeholders, and parents through email and our organizational communication and learning management system. Monthly staff meetings will be held at each site to address quality improvement, staffing, budgeting, and implementation of programming. Quarterly advisory board meetings will be held to ensure collaboration and feedback, and BGCCC will request time on the School Board agenda for program updates. Minutes of these meetings will be kept on file to provide accountability.

3.12.c Sustainability

BGCCC and our partners are committed to establishing and implementing a multi-strategy sustainability plan, which will be developed, reviewed and revised throughout the program in collaboration with the project staff, partners, advisory board, and parents. It will be the responsibility of the Project Coordinator, Project Director and the board of directors to develop annual strategies in support of the continuation of this project. The program advisory board will meet each semester and review progress and assess needs of the program. (See attached Board of Directors) The advisory board consists of BGCCC Board of Directors, community members, parents, and students. BGCCC will actively pursue and identify new sources of revenue to support years 3 through 5 of the afterschool project. Key activities in this area will include: monthly presentations at local businesses; hosting events that allow community members to provide support through materials and supplies; quarterly newsletters promoting the 21st Century program; using social media to publicize our need for support; and identifying additional resources in support of the program.