

Q3.1 Project Abstract or Summary: The Boys & Girls Clubs of Martin County's (BGCMC) 21st CCLC Program provides high-quality, challenging, academic and personal enrichment opportunities to students afterschool (162 days), on non-school days (29) and during the summer (44 days). The program targets 145 students: 30 at Seawind Elementary (Title I school), 90 at Hobe Sound Elementary (Title I school), and 25 at Murray Middle School.

The major goals of the project are to: (1) provide opportunities for academic enrichment to students attending low-performing schools to help them meet State academic standards in Reading/Language Arts, Math and Science; (2) offer students an array of personal enrichment opportunities designed to reinforce and complement the regular school day; and (3) offer families of students served by the Program opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and educational development.

3.2.a. Community Notice: BGCMC developed its 21st CCLC Program in collaboration with the Martin County School District (MCSD) and target school principals. Prior to issuing the notice of intent to apply, the BGCMC CEO/President, VP of External Affairs, Chief Outcomes Officer and Grants Director held meetings with school district personnel: Director of Student Services, Chief Academic Officer, Title I/ELL Depts., Superintendent, School Board, and principals to identify target schools and develop the program including procedures for school-day collaboration.

Numerous strategies were employed to ensure that the target community was notified of the intent to apply. In July, a notice was posted on the BGCMC website, social media accounts, Treasure Coast Newspapers, and TC Palm - the largest print and digital media news sources in Martin County. To notify the families of students currently attending the Club and enrolled in the target schools, the notice was posted on the Club's front door in English and Spanish. Following submission, the application will be posted to a new 21st CCLC webpage.

Two private schools located within a five-mile radius of the target schools were identified. In July, letters were sent to the schools to inform them of the intent to apply for the grant and ascertain interest in collaborating in the program design and development process. To

date, the organization has not received a response from the schools, however we are actively following up with phone calls and the invitation to collaborate remains open. The students attending these schools are invited to participate in the Program.

3.2.b. Needs Assessment

Demographics and Risk Factors: Hobe Sound is a socioeconomically disadvantaged community in Martin County characterized by poverty, poor health outcomes, high unemployment, poor educational outcomes, and high rates of juvenile delinquency.

Socioeconomic Characteristics: 12,000 people, including 2,200 kids age 5-18 live in this 6 square mile town. 87% of residents are White, 9% are Black and 10% are Hispanic. 4% of households speak limited English. 22% of kids live in poverty and 9% of households received food stamp/SNAP benefits during the last 12 months. 28% of households are single-parent. In terms of the academic needs of family members, 19% of adults age 18-24 and 12% age 25 and older lack a high school diploma; and 10% of adults are unemployed (American Community Survey 2012-16).

Poor Health Outcomes: 28% of 1st graders and 35% of 3rd graders at Hobe Sound Elementary; 40% of 1st graders and 38% of 3rd graders at Seawind Elementary; and 39% of 6th graders are overweight or obese (Martin County Community Health Assessment Report, 2015). In terms of the personal enrichment needs of family members, 9% of Hobe Sound residents live within ½ mile of a healthy food source and 41% of adults in Martin County are overweight or obese (Florida Health Charts).

Poor Educational Outcomes: Last year, 648 students attended Seawind Elementary (Title I), 571 attended Hobe Sound Elementary (Title I) and 760 attended Murray Middle. The two elementary schools fell from a B to C school between the 2016-17 and 2017-18 school years (FLDOE School Report 2016-18; Lunch Status by LEA 2017-18 Final).

In 2017-18, 43% of students at Seawind and 49% at Hobe Sound scored below passing in English Language Arts (ELA); and 51% at Seawind and 43% at Hobe Sound demonstrated

learning gains compared to 55% statewide. Similarly, 53% of students at Murray scored proficient in ELA compared to the State average of 56%; and 53% demonstrated Learning Gains compared to 55% statewide (FL DOE School Report 2017-18).

15% of students at Hobe Sound (90), 16% at Seawind (102), and 14% at Murray Middle (105) are considered English Language Learners (Martin County School District, ELL Survey 3). ELL students perform poorly on State assessments compared to their counterparts whose first language is English. For example, during the 2017-18 school year, 41% of ELL students at Murray Middle failed to pass State ELA Assessments (72% Math; 93% Science) compared to 10% who are not (40% Math; 45% Science; source: FL DOE School Report 2017-18).

In Math, 47% of students at Seawind, 35% at Hobe Sound, and 47% at Murray scored below passing; and 52% at Seawind and 58% at Hobe Sound demonstrated learning gains. In Science, 50% at Seawind, 40% at Hobe Sound, and 49% at Murray scored below passing. Low income and minority youth perform poorly in math and science compared to their peers. Last year, 64% of low-income 8th graders failed state science assessments (53% math) compared to 36% from non-economically disadvantaged households (50% math). 38% of White, 80% of Hispanic and 68% of Black 8th graders failed state science assessments; and 36% of White, 56% of Hispanic, and 64% of Black 8th graders failed math (DOE School Report 2017-18).

Dropout Risk: Based on the School Improvement Plans for 2017-18, many students are exhibiting Early Warning Signs of dropout: poor grades/test scores, behavior and attendance.

Table I indicates the number of students who exhibit each early warning indicator by school:

Table 1: The Number of Students Who Exhibit Each Early Warning Indicator by School

Early Warning Sign	Seawind Elem.	Hobe Sound Elem.	Murray Middle
Attendance Below 90%	72	33	55
One or More Suspensions	12	3	70
Course Failure in ELA/Math	N/A	4	12
Level 1 on State Assessment	70	85	200
Retainees	N/A	N/A	6

College & Career Planning: In Martin County, many teens are leaving high school unprepared to pursue post-secondary degrees or a career. During the 2016-17 school year, 16% of teens failed to graduate high school. In the year following graduation, 35% (150) of graduates were not enrolled in a college, university or vocational program - 86% (129) of whom were unemployed (FL DOE FETPIP, 2015-16). Meanwhile, 60% of Martin County teens age 16-19 are not in the labor force and 37% of high school students, including 67% of students at Murray Middle, fail to participate in accelerated learning programs (DOE 2017-18).

Juvenile Delinquency: Martin County youth sell drugs, smoke marijuana, and consume alcohol at higher rates than the state average placing them at risk of school dropout. In 2016, there were 364 juvenile arrests in Martin County - a 5.8% increase from 2015 (FL Dept. of Law Enforcement, Uniform Crime Report, 2015). This crime and drug culture permeates into the schools. Last year, district-wide, 535 students received in-school suspension; 1,146 received out-of-school suspension; and 198 serious incidents occurred on school grounds - a 5% increase from 2009 (Florida Department of Education, 2016-17).

Closing the Gap in Services: The Boys & Girls Clubs of Martin County plans to close the gap in services where the resources currently available are insufficient to meet the afterschool needs of the community. This will be accomplished through after school, non-school day and summer programming, as well as through Adult Family Member events, that address the unique needs and challenges of the Hobe Sound community and leverage existing partnerships with community organizations.

Consultation with Stakeholders: The Hobe Sound Club partners with numerous stakeholders, maintaining collaborative agreements with community organizations to identify the needs of community members and collaboratively work to develop and deliver quality, whole-child services and programs that address the needs of youth and families. The Hobe Sound Club has an Advisory Council comprised of local business leaders, community organizations, parents, teachers, and other stakeholders, tasked with evaluating Club operations, making

recommendations for program improvement, identifying new programs and partnerships, and maintaining a pulse on the unique need and challenges of the Hobe Sound community. In addition, collaboration with the target schools occurred prior to program development and will occur during implementation to ensure that programs/activities meet the unique needs and challenges of the community.

Activities Used to Identify Need for 21st CCLC Program: The BGCMC reviewed many data sources to determine the need for the program overall, and the academic and personal enrichment needs of students and their families: the U.S. Census, Martin County Community Health Assessment Report (2015), Florida Department of Education, Florida Department of Law Enforcement, school data and School Improvement Plans for 2017-18 (most current). Letters were mailed to 2 identified private schools requesting participation in the planning process.

Availability and Accessibility of After School Services: Other agencies in Hobe Sound serve youth after school including the MCSD and Banner Lake Club. However, only Banner Lake serves middle school students. While these programs deliver quality services, they charge a membership fee while the programs at the BGCMC are just \$35 per year and scholarships are provided to families with financial need. In addition, the BGCMC provides transportation from school to the Club for all students and offers transportation home for middle school members.

3.3 Dissemination of Information: BGCMC will host a 21st CCLC website that will be updated regularly to include important program information: site information, contacts, program schedules, Adult Family Member Activities, program/evaluation reports, proposed modifications, promising practices, and resources for families. The Clubs' Marketing Director and 21st CCLC Director will maintain the website and a link will be posted on the MCSDs website.

In September, the BGCMC will conduct outreach campaigns through various media outlets. Principals will send a letter to the families of their lowest performing students detailing the program's location, goals/objectives, activities, hours of operation and enrollment information; encouraging them to attend. The 21st CCLC Director and MCSD will identify Club

members who are enrolled in the target schools and performing below grade level in core academic subjects. Meetings with families will explain the program and encourage active participation and regular attendance. Key partners will be notified via letter and in-person.

Throughout the school year, the 21st CCLC Director will send home program updates via letters, flyers, and newsletters. The Advisory Committee will meet during the year to discuss and coordinate information dissemination to the community. Key partners will be asked to promote the 21st CCLC program. All program correspondence including newsletter, flyers, invitations, and brochures will display the 21st CCLC logo and be translated into multiple languages.

3.4 Target Population, Recruitment and Retention

Target Population: The BGCMC Program will target 120 students in grades K-5 attending Hobe Sound (90) and Seawind (30) Elementary Schools (Title I) and 25 students in grades 6-8 attending Murray Middle School. Over 50% of students are eligible for free/reduced lunch and a substantial number of students are performing below grade level on State standardized tests.

Priority will be given to students: (1) performing below grade level in core academic subjects – English/Language Arts, Math and Science; (2) students exhibiting early warning signs of dropping out of school - poor attendance, behavior and course performance; (3) low test scores (1 or 2) on State assessments in English/Language Arts, Math and Science; (4) students classified as English Language Learners (ELL) by the School District; and (5) the siblings and/or household members of priority students. The program will institute a first come, first serve policy and a waiting list for enrollment if the demand exceeds the program capacity.

Recruitment and Retention: Priority students will be identified by the target schools and program staff by analyzing school data and through consultation. Once identified, parents will be contacted directly and provided with key information about the program including enrollment forms. Once enrolled, program staff will regularly communicate with families via phone, email, face-to-face, and newsletters to gain and maintain involvement. Families will be regularly consulted on student progress and be properly notified of all Adult Family Member Activities.

Program materials/information will be translated into multiple languages as appropriate and on-site staff will be available to communicate all program information in Spanish as needed.

During enrollment and at orientation, the 21st CCLC Director will explain the attendance requirements including a commitment to active participation. The 21st CCLC Associate will be the designated attendance monitor and point person for monitoring participation. Weekly, this person will call the families of any students absent from the program for more than 2 consecutive days to encourage regular attendance and support families to address any barriers to participation. The 21st CCLC Director will contact the families of students with excessive absences to problem-solve ways to get them to attend. In addition, the 21st CCLC Associate will serve as the collaboration liaison with the target schools to maintain open communication between the school-day and afterschool program to maintain engagement in the program.

Pre-post program assessments and impact surveys will be administered during the year to measure program satisfaction and engagement levels. The Club's recognition and reward system will also promote attendance and participation in programming. For example, youth exhibiting positive behaviors will be recognized through a "member of the day" program. Students will receive program completion certificates and attendance awards at the year-end celebration (awards and celebrations will be paid with non-21st CCLC funds). Also, all staff member will have a performance goal regarding recruitment/retention.

Students with Special Needs: As required under the provisions of the U.S. Department of Education General Education Provisions Act (GEPA; Section 427), the organization's policies and procedures ensure equitable access to, and participation in, all federally assisted programs for students, teachers, and other program beneficiaries with special needs. In addition, facilities meet all state and county safety and accessibility standards including the Americans with Disabilities Act.

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

The Hobe Sound Club will operate a 21st CCLC Program from September 11, 2018 to August 2,

2019 after-school, on non-school days and during the summer (235 days). The program will provide high-quality, research-based academic and personal enrichment activities to 145 students and their families. A Site Profile Worksheet was completed for the Program.

A Day in the Afterschool Program: During the school year, the afterschool program will operate from September 11, 2018 to May 30, 2019 from 2:05pm to 6:30pm for students at Hobe Sound Elementary; 2:15pm to 6:30pm for students at Seawind Elementary; and from 4:15pm to 7:00pm for students at Murray Middle School for a total of 162 days.

Students in grades K-5 at Hobe Sound and Seawind Elementary will, upon being released from school, board a BGCMC bus for transportation to the Club. Students from Hobe Sound Elementary will arrive by 2:05pm and those from Seawind will arrive by 2:15pm. Upon arrival, all students will receive a USDA-approved snack (snack time is 2:05pm -2:30pm or from 2:15pm to 2:30pm depending on school attendance). Beginning at 2:30pm, students will separate into groups based on grade level to participate in programs/activities. For example, from 2:30pm to 3:30pm, students will participate in physical fitness. Then, from 3:30pm-4:30pm, students will participate in an academic enrichment activity. Then, from 4:30pm-5:30pm, students will participate in a personal enrichment program. From 5:30pm-6:00pm, elementary school students will receive a USDA-approved meal. Then from 6:00pm-6:30pm students will participate in Power Hour (homework help) or a High-Yield Learning Activity (HYLA) if they do not have homework (Power Hour/HYLA). Upon dismissal, students must be signed out by an approved person. Those living close to the Club may walk home with prior approval.

Students in grades 6-8 attending Murray Middle will, after school dismissal, board a BGCMC bus for transportation to the Club. By 4:15pm, students will arrive at the Club and receive a USDA-approved snack. From 4:30pm-5:30pm, students will participate in an academic program. From 5:30pm-6:30pm, students will participate in a personal enrichment program. From 6:30pm-7:00pm, students will participate in homework help/tutoring. At

dismissal, students must be signed out by an approved person. Those living near the Club may walk home with prior approval. Middle school students will be transported home.

Non-School Day & Summer Program: On non-school days (11) and during the summer (44), the Club will be open from 7:30am-5:30pm. Students will be divided into age-appropriate groups based on grade level and cycle through a comprehensive series of project-based academic and personal enrichment activities. For example, from 7:30am-8:00am, students will receive a USDA-approved meal. Then, students will participate in a personal enrichment activity from 8:00am -9:00am; a project-based academic enrichment activity from 9:00am-10:00am; an academic enrichment activity from 10:00am-11:00am, and an academic enrichment activity from 11:00am-12:00pm. From 12:00pm-1:00pm, students will receive a USDA-approved meal. After lunch, from 1:00pm-2:00pm, students will participate in a personal enrichment activity. Then, from 2:00pm-3:00pm, students will complete a personal enrichment activity. From 3:00pm-3:30pm, all students will receive a USDA-approved snack. From 3:30pm-4:30pm, students will participate in a personal enrichment activity and from 4:30pm-5:30pm, students will participate in a personal enrichment activity.

Adult Family Member Education: Activities will offer the families of students served by the 21st CCLC opportunities for active and meaningful engagement in their child(ren)'s education including opportunities for literacy and educational development. A minimum of 5 meaningful activities will occur during the school year, selected based on family needs in collaboration with students and their parents. Families will be notified of all events well in-advance by sending home invitations, notifying families in-person at pick-up, and through student-made invitations.

Each event will be 2-hours long and showcase the 9-week long project-based learning activity completed during academic enrichment programming (using the MindWorks curriculum). In addition, each event will include: (1) family dinner (this will be paid with non-21st CCLC funds); (2) a fun, hands-on, family-project; and (3) a workshop/training on topics that address their unique needs and challenges. For example: (1) Program orientation (mandated first event);

(2) interactive English Language Learning activities to support families who speak little to no English; (3) a school success workshop to teach parents about the important role they play in their student's education; (4) parent literacy training to promote self-sufficiency; (5) middle and high school orientations for the families of 6th and 9th graders; and (6) a summer learning loss prevention workshop to give families free tools, resources, and tips to promote summer learning.

3.6 Program Evaluation: The Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) will be the External Evaluator for this project. CASPER was selected through a competitive process by the BGCMC and will oversee all aspects of program evaluation: formative, summative, and data reporting to the Florida and U.S. Departments of Education. Led by a professional evaluator and licensed psychologist, CASPER has overseen the evaluation of over 500 educational programs. The Lead Evaluator for CASPER will conduct all evaluation tasks for this project. Evaluations will be conducted under the ethical codes and procedures of the American Evaluation Association and American Psychological Association. All BGCMC employees, officers and agents are free from any real or apparent conflict of interest.

Evaluation Plan: Based on the research-based concept of M.Q. Patton, the evaluation plan is rooted in the Developmental Evaluation model which evaluates programs in “real time”, embracing the complex interactions between the various stakeholders and environmental factors. The plan is enhanced by using Utilization-Focused Evaluation which frames evaluation to focus on actionable results. These approaches form a system-oriented approach for 21st CCLC evaluation. The Evaluation Plan is grounded in a commitment to continuous improvement of operations, services, and outcomes through a process of planning, data collection, analysis, reporting, and refining. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings. The model focuses on individualized assessment using formal and informal 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 data will be collected to assess project and performance and objectives: (1) Average daily attendance and student enrollment; (2) State Standardized Assessments in Reading, Math, and Science; (3) School Grades in Reading, Math, and Science; (4) School attendance; (5) Pre-mid-post Physical Fitness Assessments; (6) Staff and Teacher Surveys; (7) Attendance logs from parent events; and (8) Student and Parent Satisfaction and Impact Surveys. Details are provided in the objectives tables (attached).

Data Collection, Maintenance, and Reporting: The BGCMC will provide all data to meet state and federal evaluation reporting requirements. To support the evaluation (under a formal data sharing agreement), CASPER will work with the BGCMC and MCSD to obtain data: student demographics, state standardized tests, report card grades, student diagnostic results, attendance, and a variety of other data. 21st CCLC staff and teachers also have access to student data, allowing an outstanding connection to the school day and providing data needed to engage in the Continuous Improvement Model with support from the evaluator. The program will collect teacher, parent, and student surveys (as required) through electronic systems to ensure accuracy of collected data and work with CASPER to maximize response rates.

Examining Program Impact: A Formative Evaluation summary will be completed at mid-year, with interim debriefings completed in-person after on-site visits. Each debriefing will review challenges and accomplishments, actual vs. proposed operations, progress towards objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year and include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. It will focus on: (1) evidence of

program quality (using the Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table. Recommendations for program refinement will be provided and based on both quantitative and qualitative data collected to assess progress on objectives.

Use and Dissemination of Evaluation Results: Distribution will occur at 3 levels: (1) administrators, (2) staff and (3) stakeholders. Monthly conferences with the evaluator, program staff and principals will occur. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. Data will be used by the Program to tailor activities to the needs and progress of individual students. The evaluator will provide written summative and formative evaluation reports to the BGCMC that will help refine and address any identified concerns within the Program. In addition, 21st CCLC staff will be debriefed and engaged in addressing challenges. Finally, evaluations will be shared electronically with all stakeholders and uploaded to the 21st CCLC website.

3.7 Approved Program Activities: The Program will provide high-quality, research and project-based academic and personal enrichment activities to all 21st CCLC students and their families. The program will create a fun, engaging, and team-oriented environment where programs and activities will promote ownership, be age and developmentally appropriate, and address all learning styles. Activities were selected in collaboration with the schools. Preference was given to programs that are evidence-based, aligned with Florida State Standards, and meet the unique needs, challenges, and interests of youth and families in Hobe Sound.

Supporting the Regular School Day: The 21st CCLC Associate will maintain communication with the 21st CCLC School District Liaison who is responsible for ensuring that active collaboration occurs between the target schools and Program. The School District Liaison will use Pacing Guides obtained from the target schools for each grade level to align academic enrichment activities with the school curriculum. Certified teachers from the District's regular school day will supervise homework help and academic enrichment activities and provide

tutoring and behavioral intervention to students after school. Students will be involved in the program planning process to promote attendance, ensure that programs are aligned to the needs and interests of students, and complement what they are learning in school.

Alignment with the Needs Assessment: The Program will address the following needs: (1) academic intervention to address low levels of student achievement in English/Language Arts, Math and Science; (2) hands-on STEM programs to help youth overcome barriers to developing the 21st century skills needed to succeed in today's labor force; (3) dropout prevention and college and career readiness programs to improve graduation rates; (4) health, wellness, and fitness education to address poor health outcomes; (5) family services to address low education levels, technology skills, and literacy; and (6) family and youth services to assist students considered English Language Learners. Personal and academic enrichment activities include:

Homework Help: Students in grades K-8 will participate in 30-60 minutes of homework help Monday-Thursday supervised by a certified teacher with a student to adult ratio of 10:1.

Homework help will promote academic success and build study skills through homework support, tutoring and technology engaged activities. Certified teachers will provide academic support to students, while Personal Enrichment Specialists provide incentives, social-emotional support, and behavior management. The room will be arranged so that students have a quiet space to study. Computers with internet access will be available. Students without homework or who finish early will participate in the MobyMax Personalized Learning curriculum, an on-line K-8 platform for math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, and motivational tools. ELL students will receive additional support afterschool through Imagine Learning, a research-based, standards-aligned, online curriculum that builds reading and language skills, including first-language support in 15 languages. MobyMax and Imagine Learning are approved by the school district to provide supplemental instruction to students.

Academic Enrichment: Each day, for 60 minutes, students in grades K-8 will participate in project-based academic enrichment activities supervised by a certified teacher with a student to

adult ratio of 10:1. The evidence-based curriculum MindWorks will be used to facilitate academic instruction in reading/language arts, math and science. In addition, MindWorks contains activities in social studies and art (K-5). MindWorks is designed to support the dynamic needs of after-school programs and incorporates the 21st Century Learning Model, carefully balancing teacher-directed and student-initiated learning. Academic enrichment modules use the most recent research in brain development and learning styles – building on strengths and interests (Trilling, 2010). Employing a framework built on Florida State Standards, cross-curricular academic units are 9 weeks long and include activities and project-based learning that integrates STEAM, social-emotional learning, critical thinking, creativity, communication and collaboration; culminating in a 9-week project that will be showcased at Adult Family Member Activities. Each 9 weeks, students will take field trip aligned with the current theme and curriculum. MindWorks will be implemented every day during the summer/non-school days.

Dropout Prevention and College and Career Readiness: Students in grades K-8 will participate in activities designed to prevent school dropout and promote college and career readiness. Activities for students in grades 6-8 will be supervised by the Middle School Specialist with a student to adult ratio of 20:1 and include: job readiness and career exploration, life skills, mentoring, job shadowing, mock intercerviews, public speaking, and college field trips. Students will complete the MindWorks Career Club curriculum (aligned to Florida Standards); and work with the Middle School Specialist and certified teachers to develop individualized education plans that document and track academic and personal goals for the year. School performance will be monitored by the Middle School Specialist through monthly data checks. Students showing early warning signs of school dropout – poor grades, behavior, and truancy – will be connected to academic and social-emotional interventions. The curriculum will also be implemented every day during the summer and on non-school days.

Students in grades K-8 will participate in My.Future. Supervised by the Technology Specialist, the program will have a student to adult ratio of 20:1. My.Future is a Boys & Girls

Clubs of America program that helps youth develop important 21st Century skills critical for success in today's workforce. It is a safe, fun, online platform with access to technology activities including: graphic design, app design, computer processing and programming, coding, digital privacy, photography, audio production, video production, web design, 3-D design, filmmaking, animating, music production, story boarding, and sound editing. The curriculum will also be implemented every day during the summer and on non-school days.

Healthy Lifestyles: Students in grades K-8 will participate in Healthy Kids Challenge (HKC) and Organic Gardening. HKC is an evidence-based program aligned with recommendations from the Centers for Disease Control, American Academy of Pediatrics, and USDA. The program will be supervised by Personal Enrichment Specialists with a student to adult ratio of 20:1. The program contains 30 lessons designed to improve healthy behavior outcomes: goal-setting, skill-building, take-home activities, parent tip sheets, food skills, tasting activities, worksheets, and student assessments. Lessons are developmentally and age appropriate and include behavior themes focused on breakfast, snacks, beverages, portion sizes, fruits and vegetables, active play, energy balance, body image, and weight management. In Organic Gardening, students will work with the Healthy Habits Specialist (a master gardener) to plant, grow, and harvest an array of fruits and vegetables; while learning about healthy eating and nutrition. Fruits and vegetables will be incorporated into the HKC program. Family harvest activities and healthy cooking classes will be incorporated into Adult Family Member Activities. The curriculum will also be implemented every day during the summer and on non-school days.

Drug and Violence Prevention/Life Skills: Students in grades K-8 will participate in the SMART (Skills Mastery and Resistance Training) Moves program, a nationally acclaimed prevention and life skills program. Program Enrichment Specialists will supervise the program with a student to adult ratio of 20:1. Participants will be exposed to various lessons, activities and hands-on projects designed to hone decision-making and critical-thinking skills; learn how

to avoid and/or resist alcohol, tobacco, other drugs and sexual activity; and navigate the path to adulthood. The curriculum will be implemented every day during the summer/non-school days.

Physical Fitness: Students in grades K-8 will participate in 30-60 minutes of physical activity daily using the SPARK curriculum. Supervised by Program Enrichment Specialists, the student to adult ratio will not exceed 20:1. SPARK is an evidence-based fitness program consisting of team-based physical activities and games that encourage all students to participate and embrace a commitment to fitness regardless of their abilities. Activities include fun, age appropriate games like relay races and kickball; and sports like soccer and basketball. The gym, field, tennis courts and sports equipment will be used to implement SPARK. The curriculum will also be implemented every day during the summer and on non-school days.

Mentoring and Prevention: The HERO Challenge comprehensive mentoring and prevention program will target at-risk youth in grades K-8 who exhibit early warning signs of school dropout; reside in low-income households, single-parent families; and/or high-crime neighborhoods. Using 1:1 and group mentoring; case management; community engagement; and team-building activities, the HERO Challenge connects youth to positive, supportive adults and activities to overcome personal challenges, become self-motivated, improve communication skills, self-confidence, assertiveness, and conflict resolution skills. Case management activities are aligned with the local school curriculum and designed to improve student academic achievement. The program uses the evidence-based, research-informed model, Gang Prevention Through Targeted Outreach and will be supervised by the HERO Challenge Case Manager under the supervision of the Prevention Director (not in budget). The student to adult ratio will not exceed 20:1. The curriculum will also be implemented every day during the summer/non-school days.

Soccer to Educate: The program is designed to improve the health of youth and families in Hobe Sound. Lessons are supervised by Program Enrichment Specialists and professional soccer coaches with a student to adult ratio of 20:1. The program contains 3 components: (1) A soccer component designed to create a hub of physical activity for youth/families. Facilitated by

professional soccer coaches, youth learn about and practice soccer two-nights/week with a Saturday morning competition against teams from other Clubs. Importantly, Saturday matches bring the community together, inspiring families to adopt a healthy, active lifestyle; (2) Weekly, youth participate in cultural research projects that blend the rich and diverse culture and history of soccer with lessons that teach students about the clothing, food, traditions, etc. of other countries; and (3) Quarterly, the Club hosts healthy cooking and nutrition classes for students and their families. Facilitated by Florida Health, families learn about nutrition topics and prepare low-cost, nutritious, and tasty meals using produce from the Club's garden. The curriculum will also be implemented every day during the summer and on non-school days.

Visual and Performing Arts: K-8 Students will elect to participate in a series of visual and performing arts activities offered throughout the year. Facilitated by professional instructors provided by the Maltz Jupiter Theatre and the Visionary School of the Arts, activities will promote creative expression, build critical thinking and teamwork skills, and teach leadership and prevention skills through instruction in dance, acting, drawing, watercolor, photography, and 3D art/optical illusion. The student to teacher ratio will not exceed 20:1. The curriculum will also be implemented every day during the summer and on non-school days

STEM (Science, Technology, Engineering, Math): Students in grades K-8 will participate in various STEM programs designed to engage students in hands-on, project-based learning opportunities that excite early engagement in STEM subjects, encourage 21st Century competencies, and influence future STEM career choices. Administered by the Technology Specialist (holding a degree/certification in a STEM-field) and overseen by a certified teacher, the student to adult ratio will not exceed 20:1 and include: (1) Using the DREAM Academy curriculum, students age 7-16 will participate in STEM Saturdays (school year only), a program that transforms the Club into Incubators of Excellence. These city-wide, family and community-based events bring parents and students together to learn about STEM through hands-on, STEM-based activities, including career exploration. (2) VEX Robotics will provide hands-on,

project-based lessons to students in grades K-8 that teach engineering processes in an engaging way. Flexible lesson plans are age appropriate and tailored to students' abilities. Working in small groups, students will build robots to compete in challenges, while honing skills like teamwork, leadership, communication, coding, and other math and engineering concepts. Lessons are mapped to national education standards and designed to allow students to experience STEM in a competitive context which is proven to increase student engagement and make lessons feel more "real." The program will be implemented on non-school days/summer.

3.8 Applicant's Experience and Capacity: As the premier youth development organization in Martin County, the BGCMC has over 25 years of experience creating and implementing programs for at-risk youth. Partnering with schools, parents, and a network of over 100 volunteers and 40 community partners, we actively maintain 18 collaborative agreements with community organizations to deliver quality, whole-child services and programs to youth and families in Martin County. The BGCMC operates 5 stand-alone Clubs and conducts community outreach activities, serving nearly 3,000 kids annually.

Inside our Clubs, we provide kids ages 6-18 with a world-class Club Experience that is fun and safe; provides guidance by caring adults; sets high expectations; creates new opportunities; recognizes success and leads to a sense of belonging. Programs encompass our three outcome areas for positive youth development: Academic Success, Good Character & Citizenship and Healthy Lifestyles. Research shows that together, our programs and Club experience transform lives (Arbreton et al., 2009).

Recognizing that schools alone cannot meet the social-emotional and academic needs of its most vulnerable youth, the BGCMC works extensively with school administrators and teachers to connect struggling students in grades K-12 with tutoring, mentoring and programs in 5 Club locations. For example, through a partnership with the Martin County School District, the Boys & Girls Clubs' Program Operations Team collects school data (e.g. report cards, test scores, homework grades, i-Ready), behavioral data (e.g. referrals and suspensions) and

anecdotal information from teachers and administrators for all youth ages 6-18 in our Club programs. In addition, Club staff and certified teachers have parent permission to access the school district's web portal to review grades, homework completion, test scores, and other school data with students to track and assess performance between report cards. This also allows us to connect students to additional services and programs.

The BGCNC has an Administrative and Program Structure in place to implement this program. With over 60 employees, the organization maintains robust data collection/evaluation, administrative, and financial systems and is highly capable of implementing the 21st CCLC Program. President/CEO, Keith Fletcher (not in Budget), holds a Master of Education degree and has extensive experience collaborating with school districts, administrators, and principals to connect students to needed academic and social-emotional interventions. VP of Operations, Mike Sancho (not in budget), is a 30-year veteran of the Boys & Girls Clubs who, during his career, has developed award-winning programs in the areas of education, college/career planning, fitness/recreation, and technology that have been recognized as best practices by the Boys & Girls Clubs of America and Florida Alliance of Boys & Girls Clubs. VP of External Affairs Jodie Knofsky (not in budget) spent 10 years as Executive Director of the South Florida After-School All-Stars, a 21st CCLC Program in Miami-Dade, overseeing its growth from 4 to 28 sites.

The Finance Department maintains internal financial and accounting controls, dividing duties among staff and maintaining 2 committees (comprised of staff and board members) with additional financial duties and responsibilities: the Finance Committee and Audit Committee. An annual financial statement and compliance audit is completed by a CPA. Boys & Girls Clubs of America resources are used for finance, human resources, and fund development that represent best practices in the human services field. In 2017, strong financial and accounting controls awarded us a 4 (out of 4) star rating from Charity Navigator for the 6th consecutive year for exceeding industry standards regarding financial health, accountability and transparency. Over the past 2 years (2016 & 2017), financial audit reports have reported no material findings.

The BGC MC has a robust data collection, evaluation and reporting system. The Chief Outcomes Officer (not in budget), a 10+ year veteran at the BGC MC, has extensive experience and expertise evaluating programs for efficiency and effectiveness. Supported by the Grant Compliance Manager, 21st CCLC Associate, 21st CCLC School District Liaison (new positions) and Data Manager (not in budget), this organizational structure reflects the organization's commitment to continuous quality improvement. The Program Committee, comprised of staff and board members, meets regularly to review programs for effectiveness and efficiency. Throughout the year, an external evaluator will work with the 21st CCLC Program.

Using parent and member surveys, pre-and post-program assessments, school databases (e.g. course grades, i-Ready data, standardized test scores, attendance, behavioral referrals, etc.) and program observations, Club programs are continuously evaluated to ensure they are being implemented with fidelity and achieving the intended goals and outcomes. In addition, KidTrax, an online youth tracking system, is used to measure youth attendance trends across all programs as well as changes in performance, growth and behavior. Annually, our organization collects, reports and evaluates data to maintain compliance with various funders and partners such as the United Way, Children's Services Council, Florida Department of Education, Florida Department of Juvenile Justice and U.S. Department of Justice.

The Grants Committee, comprised of the President/CEO, VP of Operations, VP of Development, VP of Finance, VP of External Affairs, Chief Outcomes Officer, Grants Director, and Grant Compliance Manager (position pending) meets regularly and reflects the BGC MC's commitment to ensuring that grants are managed and implemented properly. Currently, the organization receives over \$1 million in grant funding from government agencies, private and family foundations, community foundations, and corporations. Many are large multi-year grants.

3.9 Staffing & Professional Development: The Program's organizational chart (see attachments) outlines how the program can support high-quality programming and compliance

with federal, state, and local rules/regulations and grant requirements. It shows the leadership team, reporting structure, and shows how the program fits into the organizational structure.

All project-based academic enrichment activities will be supervised by a certified teacher (with a valid Florida Professional Educator's Certificate) with a student to adult ratio of 10:1. Students will be grouped into age and developmentally appropriate groups for these activities. Homework help will be supervised by a certified teacher to provide academic intervention to students identified as needing additional assistance. Certified teachers will be carefully recruited and selected based on experience and qualifications. Preference will be given to teachers working at the target schools to better connect in-school and afterschool learning.

Personal enrichment activities will have a student to adult ratio of 20:1. These activities will be facilitated by Personal Enrichment Specialists, a Technology Specialist, Healthy Habits Specialist, Middle School Specialist, and HERO Challenge Case Manager.

3.9.a. Staffing Plan: The 21st CCLC Area Director in collaboration with the VP of Operations will oversee 21st CCLC Programs at 3 sites. This person will be responsible for the member safety, program compliance, service delivery, supervision and training of staff, facilities management, community relations and membership data administration.

The 21st CCLC Director will be directly responsible for implementing the 21st CCLC Program which includes: implementing project-based learning activities (academic and personal enrichment); implementing quality controls to ensure effective reporting and programming; engaging families; communicating with the Florida DOE, stakeholders, youth and families; reviewing deliverables and supporting 21st CCLC staff.

The Grant Compliance Manager will be responsible for collecting and maintaining all data including attendance and assessment data. This person will work closely with the 21st CCLC Director, Associate, Coordinator and Fiscal Grant Manager to complete all grant reports and ensure that the organization complies with all grant requirements.

The 21st CCLC Associate will ensure that active collaboration occurs with the school district in program planning and implementation; support the Grant Compliance Manager in the daily collection/reporting of data; lead certified teachers; coordinate family activities; implement the meal program; enroll students in the program; and maintain/secure equipment and supplies.

The 21st CCLC Coordinator will plan, develop, implement, and supervise all specialists and activities in core service areas including Character & Leadership Development, Health & Life Skills, the Arts, Sports, Fitness and Recreation.

The 21st CCLC School District Liaison will be responsible for maintaining communication with the Program Associate to coordinate collaboration with the school day. This position will obtain Pacing Guides for each grade level and align academic enrichment activities to these guides so that program activities align with what students are learning in school.

The Training Coordinator will lead 21st CCLC employee development initiatives by hosting/creating training events and educational programs. Responsibilities include: mapping out training plans and schedules; designing and developing training programs; selecting appropriate training methods; and marketing available training opportunities to employees.

All staff, including certified teachers, will be trained in CPR and First Aid that includes the face-to-face component. In addition all staff, including certified teachers are cleared through a Level I and Level II Background Screening and drug test. Volunteers that assist more than 10 hours per month and all contractors will be cleared through a Level II Background Screening.

Upon hire, all staff will participate in an onboarding program facilitated by the BGCMC's Chief Culture Officer (not in budget) and Training Coordinator. This involves a series of online and on-site trainings on topics such as child safety, youth development, guidance & discipline techniques, emergency response, positive behavior support, group management, 21st CCLC Programming, and an orientation to the Boys & Girls Clubs. During orientation, all program staff complete a minimum 38 hours of job shadowing with a veteran program staff and overseen by the Training Coordinator. Annually, all program staff must complete 15-30 hours of training.

3.10 Facilities: The Club is a 19,000 square foot facility with sufficient resources and space to deliver all proposed and required activities in a safe and healthy environment. The complex is maintained by the Facility Manager who, under the direction of the Area Director, is responsible for completing and supervising the general maintenance of buildings, grounds, and equipment. It has a 9,000 square foot gym with basketball courts, an outdoor tennis court, soccer/multi-purpose field, garden, computer lab, teen center, large and small classrooms, an art room, a game room with a stage, an education room, and a kitchen. The Club is located 0.6 miles from Hobe Sound Elementary, 7 miles from Seawind Elementary, and 7 miles from Murray Middle. Most students reside within an 8-mile radius of the Club. On school days, transportation is provided from Hobe Sound Elementary, Seawind Elementary, and Murray Middle to the Club and middle school students are offered transportation home. On non-school days and during the summer, transportation is not provided. The center has an exemption from licensure from the Florida Department of Children and Families effective July 26, 2018-July 25, 2019.

3.11 Safety and Student Transportation: Student safety is of paramount importance to the BGCMC. Safety policies and procedures have been carefully considered by the Operations Team, Safety Committee and Board of Directors in consultation with and in-line with best practices identified by the Boys & Girls Clubs of America. The Club complies with the policies and procedures for ensuring student safety outlined in the Child Safety Manual and overseen by the Area Director. Included are procedures related to transportation, supervision, and special processes for emergencies, field trips and other situations like physical injury, inclement weather, fire, and lock-down scenarios. Annually, the VP of Operations completes a Boys & Girls Clubs of America Safety Assessment and issues action plans when necessary.

All staff, contractors, and volunteers that assist over 10 hours/month are cleared through a Level II Background Screening. The student-teacher ratio for academic enrichment activities will be 10:1 and the ratio will not exceed 20:1 for personal enrichment activities. All staff must be at least 18 years old and complete the mandatory training and orientation period. During the

year, staff complete safety trainings mapped out by the Training Coordinator on topics like emergency response procedures, incident reporting, CPR/First Aid, and safe supervision.

Transportation: The BGCMC provides transportation from school to the Club on school days. Only students with a permission slip and signed Code of Conduct by the student and his/her parent/guardian may receive transportation. After school dismissal, Program Enrichment Specialists, in addition to the Bus Driver, meet students at the bus which is parked in the school's designated bus loop and branded with BGCMC logos. Once students are accounted for, the bus departs. Program Enrichment Specialists ride the bus from school to the Club and are responsible for behavior management. Upon arriving at the Club from school, students are escorted to the front desk where the Club's Outcomes Administrator (not in the budget) records attendance in KidTrax, an online youth tracking system. At the end of each day, students are only allowed to leave with the individual(s) listed on their membership enrollment form. All students must exit the Club through the front door where the Outcomes Administrator records the dismissal time in KidTrax, marking them as checked-out for the day. Students who live within walking distance and have a signed release form may, upon dismissal, walk home.

The Facility Manager is responsible for servicing/maintaining the vehicle fleet. Before a vehicle leaves the Club, the Bus Driver completes an inspection checklist that includes a comprehensive check of the oil, lights, tires, turn signals, brake signals, and vehicle mileage. Bus Drivers must have a Commercial Driver's License (CDL) with Passenger and School Bus Endorsements, standards that comply with the Federal Motor Carrier Safety Administration.

Safety Plan for Emergencies and Field Trips: Full-time employees must accompany students on all field trips maintaining a student to adult ratio of 10:1. Every student must have a signed permission slip to attend a field trip. While off site, students and staff must follow Club policies and procedures. The Child Safety Manual outlines procedures for emergencies. For example, the Child Safety Manual outlines a Crisis Management Plan and Critical Incident Command

System in the event of a critical incident. Procedures exist for weather events, bomb threats, power outages, terrorism threats, hazardous chemical spills, and acts of violence.

3.12 Partnerships, Collaboration and Sustainability

3.12.a. Partnerships: Annually, BGCMC partners with schools, parents, and a network of over 100 volunteers and 40 community stakeholders, maintaining collaborative agreements with key partner agencies to deliver quality, whole-child services and programs to youth and families in the communities we serve: Martin County School District, Banner Lake Club, United Way, Caring Children Clothing Children, Habitat for Humanity, Humane Society, Keep Martin Beautiful, Maltz Jupiter Theatre, Martin County Board of County Commissioners, Quit Doc Research and Education Foundation, SafeSpace, The First Tee, Tykes and Teens, and Whole Child Connection. These partnerships are instrumental to our program operations, allowing us to meet the holistic needs of Club members and their families; increasing our collective impact. For example, in collaboration with these organizations we can connect Club members to afterschool activities such as Paws to Read (The Humane Society) and golf (The First Tee); needed services such as mental health counseling (Tykes & Teens) and domestic violence services (SafeSpace); and volunteer experiences (Habitat for Humanity). The Club also works closely with many local businesses and colleges to address the critical needs facing young people including Publix, Wells Fargo, Bank of America, New York Life, Toyota, Toastmasters, Florida Power and Light, Indian River State College, and Kaiser University. These partnerships are critical to program operations, providing additional supports to members such as mental health counseling, tutoring, college tours, community service opportunities and learning experiences. In addition, the organization maintains partnership agreements to provide USDA-approved snacks and healthy meals to all students attending the Club. Afterschool, students receive a snack and meal; and at day-long programs, students receive 2 meals and 1 snack.

3.12. b. Collaboration: The MCSD was a critical partner in the 21st CCLC program design and development process. This relationship will continue during the school year to ensure that

program goals and objectives are reached and that program activities support the learning that occurs during the regular school day. The 21st CCLC School District Liaison will maintain daily communication with the target schools and the Club's 21st CCLC Associate via phone, email, and face-to-face communication. The School District Liaison and 21st CCLC Associate will communicate about student-specific issues regarding academic performance and behavior. In addition, the School District Liaison will align academic enrichment activities to Pacing Guides. Teachers from the regular school day will supervise homework help and academic enrichment activities. The BGCMC will receive access to the school data required to carry out program activities and complete all required program reports and evaluations. The MCSD will also have access to all BGCMC data regarding student participation, progress and achievement. The program will comply with the Family Educational Rights and Privacy Act (FERPA). The program will continue meaningful collaboration with private schools in the local area through mail and email correspondence designed to educate school personnel about the program and invite their students to attend.

3.12.c. Sustainability As the premier youth development organization in Martin County, the BGCMC has more than 25 years of experience facilitating youth development programs and is well-equipped to implement this initiative year after year. The organization's funding comes from a diverse mix of revenue streams including: individuals, corporations, government foundations, special events, and earned income. The Board of Directors is highly committed to seeing the organization succeed. 100% of our 38 board members actively serve on individual committees and contribute financially to our organization. The Board provides strategic oversight and direction for our programs, ensures alignment with community priorities, and helps secure resources by regularly exploring its personal/professional connections, researching pathways that lead to new donors and an expanded sustainability network. A 21st CCLC grant will allow us to greatly expand the breadth and quality of programming, allowing us to build evidenced-based, impactful, and enriching programs that are highly desirable to funders.

Ongoing financial support comes from numerous organizations such as the United Way, Children's Services Council, Hobe Sound Community Chest, Loblolly Foundation, Martin County Board of County Commissioners, Boys & Girls Clubs of America, and the Florida Alliance of Boys & Girls Clubs. These partners play a critical role in ensuring that our marquee programs are funded. The Resource Development Team consists of 8 full-time staff who work with the Finance and Resource Development Committees (staff and board members) to ensure that the organization remains financially stable, meets all fundraising goals, and continuously finds new ways to expand the donor base. Importantly, robust data collection and evaluation systems ensure that our programs are a sound investment for our donors.

21st CCLC Advisory Board: To ensure broad-based community, school, and student involvement and support, a local 21st CCLC Advisory Board will be established and convene at least twice a year to discuss future program needs and/or concerns, evaluation results, program operations and active recruitment of resources to implement the sustainability plan. The Board will comprise of 10-15 members: at least 2 parents, 2 students (middle school), 1 regular school day teacher from each target school, and members from community agencies/private sector.