

3.1 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 after school (169 days), on early release days (6), on non-school days (18 days) and during the summer (43 days). The program targets students in grades K-5 attending J.D. Parker Elem. in Stuart, FL. including 99 students after school, 86 students during the summer and 60 students on holidays and school breaks. The program operates from Aug. 1, 2020 to July 31, 2021. After school (169 days) hours of operation are from 1:50pm-6:00pm; non-school days (18) and summer (43 days) are from 7:30am to 5:30pm. Early release (6 days) is from 12:00pm to 6:00pm. 100% of students are economically disadvantaged and nearly half are performing below grade level in core academic subjects.

The major goals of the project are to: (1) provide opportunities for academic enrichment to students attending J.D. Parker Elementary 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 the 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 Applicant's Experience and Capacity: BGCMC has over 25 years of experience facilitating comprehensive out-of-school programs designed to prepare young people for the next stage in their lives. Annually, we partner with the Martin County School District and a network of over 100 volunteers and 40 community stakeholders, maintaining collaborative agreements with key partners to serve nearly 8,000 youth ages 5-18 in 4 Clubs (out-of-school), 10 school-based sites (school-day program), and through outreach. Our 4 stand-alone Clubs (in Hobe Sound, Port Salerno, Palm City and Indiantown) serve youth ages 6-18 after school, on non-school days and during the summer. Serving over 600 youth on a given day and over 1,700 annually, they are designed to provide: (1) a safe, positive environment, (2) fun and a sense of

belonging, (3) supportive relationships, (4) opportunities and expectations, and (5) recognition. Evidence-based programs encompass 3 outcome areas for positive youth development: Academic Success, Good Character & Citizenship, and Healthy Lifestyles. BGCMC positively affects the lives of young people by emphasizing outcomes that help ensure school and life success. By serving students during the school day, after-school and on non-school days, we are improving life outcomes for Martin county's most vulnerable young people. Sample outcomes from 2019 include: 98% of members improved prevention skills, 93% improved their physical fitness, 96% improved their decision-making skills; and 96% of students receiving targeted literacy intervention improved in one or more English Language Arts domain on the i-Ready Assessment.

3 of our 4 Clubs operate as 21st Century Community Learning Centers (Hobe Sound, Port Salerno, and Indiantown). Our 4th Club in Palm City is a non-21st CCLC program, as it does not qualify for 21st CCLC funding. Currently, the Palm City Club serves students who attend J.D. Parker Elementary. These students are bussed from school to this Club each day, losing about 30 minutes of program time each day. This 21st CCLC grant would give them access to a 21st CCLC program in their neighborhood that better meets their academic and personal enrichment needs.

Recognizing that schools alone cannot meet the social-emotional and academic needs of its most vulnerable youth, BGCMC works extensively with school administrators and teachers to connect struggling students in grades K-12 with tutoring, mentoring and programs in 4 Club locations during non-school hours. For example, through a comprehensive data-sharing agreement with the School District, the BGCMC Operations Team has real-time and historical access to: (1) student data such as report cards, test scores, homework grades, diagnostic assessments and standardized test scores; (2) behavioral data such as attendance, referrals and suspensions; and (3) information from teachers and administrators for all youth ages 6-18 in our Club programs, as our School Liaisons maintain weekly communication/consultation with

the schools served. In addition, Club staff and certified teachers working in the Clubs have parent permission to access the school district's web portal – FOCUS - to review grades, homework completion, test scores, and other real-time school data with students to track and assess performance between report cards. This also allows us to connect students to additional services and programs like tutoring with a certified teacher or behavioral/mental health services from our Behavioral Specialist (a Licensed Clinical Social Worker).

BGCMC has an Administrative and Program Structure in place to implement this program. With over 100 employees, BGCMC maintains robust data collection/evaluation, administrative, and financial management systems and is highly capable of implementing the 21st CCLC Program. President & CEO Keith Fletcher (not in budget), holds a Master of Education degree from the University of Georgia and has 15+ years of experience collaborating with school districts, administrators, and principals to connect students to needed academic and social-emotional interventions. In his previous role as Vice President & Executive Director of City Year Miami, he worked with the 4th largest school district in the country to improve graduation rates for at-risk students. Chief Outcomes and Club Experience Officer Sarah Torres (not in budget), a 15+ year veteran at the BGCMC has extensive experience and expertise in Club operations, performance monitoring, and quality improvement. Education Director, Scott Crumpler (not in budget), has 10+ years of experience in education and previously led a collaborative effort at Johns Hopkins to implement a dropout prevention program targeting Miami-Dade's lowest performing schools. Chief Financial & Administrative Officer Eric Waters (not in budget) has 20+ years of finance and leadership experience and holds an M.B.A. in Finance from Rutgers Graduate School of Management.

The Finance Department has the leadership and organizational structure needed to manage accounting systems and implement policies & procedures with fidelity. Led by Eric Waters, Chief Financial & Administrative Officer, the Department includes a Vice President of Finance, Grant Compliance Director, Database Manager, and Administrative Assistant – all

supported by 2 Board Committees (Audit & Finance) and the President & CEO who oversees the implementation of all financial systems. Financial Policies and Procedures include a Federal Grant Management Policies and Procedures Manual. As a recipient of over \$2.5 million in federal grants annually, BGCMC adheres to the regulations contained in 2 CFR 200, the Uniform Guidance, in addition to other applicable federal statutes, guidelines and directives. The Federal Grant Management Policies and Procedures Manual includes protocols in areas such as: cash management, allowability, time & effort, procurement, travel, property management, records retention, and conflict of interest. BGCMC adheres to Generally Accepted Accounting Principles and is committed to maximizing federal dollars for the greatest allowable public benefit while maintaining appropriate safeguards to ensure that taxpayer funds are not misused. To this end, the Finance Department maintains 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. Monthly cash flow statements, balance sheets and a treasurer's report are regularly reviewed by executive leadership and Board Committees. 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 2019, strong financial and accounting controls awarded us a 4 (out of 4) star rating from Charity Navigator for the 8th consecutive year for exceeding industry standards regarding financial health, accountability and transparency. Over the past 2 years (2018 & 2019), financial audit reports have reported no material findings.

The Grant Committee, comprised of the President & CEO, Chief Outcomes and Club Experience Officer, Chief Financial & Administrative Officer, Director of Grants & Strategic Initiatives, and Grant Compliance Director meet monthly and reflects BGCMC's commitment to ensuring that grants are managed and implemented properly. Currently, BGCMC receives over \$4 million in grants including over \$2.5 million in federal funding.

BGCMC has a robust data collection, evaluation and reporting system in place. Driven by a data-sharing agreement with the School District and led by the Chief Outcomes and Club Experience Officer, evaluation is supported by the Education Director, Grant Compliance Director, 21st CCLC Associate, 21st CCLC School District Liaison and Program Manager (not in budget). This structure reflects BGCMC's commitment to continuous quality improvement. The Program Committee, comprised of staff and Board members, meets regularly to review programs for effectiveness and efficiency, making real-time recommendations for program improvement. Throughout the year, an external evaluator will work with the program. Using parent, student, and teacher surveys; pre- mid- and post-program assessments; school performance data (e.g. course grades, diagnostic assessments, standardized test scores, attendance, behavioral referrals, etc.) and staff/teacher 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, BGCMC collects, reports and evaluates data to maintain compliance with various funders and partners such as the Florida Department of Education, Volunteer Florida, United Way, Children's Services Council, Florida Department of Juvenile Justice and U.S. Dept. of Justice.

3.3 Needs Assessment: (separate attachment)

Demographics and Risk Factors: The Boys & Girls Clubs of Martin will serve youth in Stuart, Florida. Students targeted for the program who attend J.D. Parker Elem. (target school) reside primarily in East Stuart, a neighborhood characterized by poverty, poor physical and mental health outcomes, poor educational outcomes, and high crime rates. 100% of students attending the target school, J.D. Parker Elementary, are economically disadvantaged and 72% are a minority. Many students are performing below grade level on state standardized tests. For

example, in 2018-19, 42% of students at J.D. Parker failed the Florida Standards Assessment (FSA) in English Language Arts (ELA), 48% failed the FSA in Math, and 52% failed the Statewide Science Assessment (SSA). 17% (105) of students are considered English Language Learners. 37% of 3rd graders at J.D. Parker Elem. are overweight or obese. And, J.D. Parker is located in the East Stuart community, a neighborhood characterized by high levels of crime and gang activity.

Activities Used to Identify Need for 21st CCLC Program & Data Sources: 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, Stuart Police Department, Martin County Sheriff's Office, Florida Health, Feeding America, U.S. Dept of Agriculture, United Way ALICE Report, and School Improvement Plans for 2018-19. Partners and Club parents were also consulted to determine community needs. Letters were mailed and emailed to 3 identified private schools requesting participation in the planning process. To date, we have not received a response but remain open to active collaboration to identify and address any additional needs.

Consultation with Stakeholders: BGCMC partners with numerous stakeholders, maintaining formal agreements with organizations to identify the needs of community members and collaboratively work to develop and deliver quality, holistic services and programs that address the needs of youth and families. Collaboration with the target school occurred prior to program development and will occur during implementation to ensure that programs/activities meet the unique needs and challenges of the community. Private schools were invited to participate in the program design process; and will be engaged throughout the year to provide equitable services to students, teachers and families. BGCMC's Palm City Club currently serves students

who attend J.D. Parker Elem. The Palm City Club's Advisory Council was engaged to identify community needs; Club staff who have a pulse on the unique needs and challenges of the target students were consulted to ensure that the program aligns with their needs; and students and their family members were consulted to ensure that the program offers an array of activities that address their needs and will keep them engaged in the program.

Availability and Accessibility of After School Services: Other agencies in Stuart that serve youth after school include the YMCA and City of Stuart. The City of Stuart provides childcare for youth during non-school hours. This program is open to all Martin County youth ages 5-18 and the total program capacity is 200 youth – limiting its ability to impact the youth and families attending the target school. They also offer childcare, not comprehensive, evidence-based, high quality programs designed to complement and reinforce school day learning. The YMCA in Stuart also serves students during non-school hours. This program is open to all Martin County youth. The YMCA charges fees including a \$20 registration fee and is \$55 per week per child for members – and it thus, unaffordable for most families attending J.D. Parker Elem. where 100% of students are economically disadvantaged. The Boys & Girls Clubs is the only out-of-school time program countywide that employs certified teachers and is actively working with the School District to connect in-school and out-of-school learning for students.

Closing the Gap in Services: BGCMC plans to close the gap in services where the resources currently available are insufficient to meet the out-of-school time 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 Stuart communities served through this program. J.D. Parker Elem. is located in the East Stuart community, an under-resourced neighborhood where most youth lack access to socially and academically supportive learning opportunities outside of the traditional school environment. For

marginalized, minority and at-risk youth, schools alone cannot offset the full impact of low socioeconomic status on learning. These kids need access to a high-quality out-of-school program to mitigate their risk of poor academic and life outcomes. Thus, the program will leverage existing partnerships with community organizations; as well as the BGCMC Behavioral Health Specialist to implement a high-quality 21st CCLC Program in East Stuart that will meet the academic, social-emotional and health needs of students and families.

3.4 Community Notice and Information Dissemination: BGCMC developed its program in collaboration with the Martin County School District (MCSD) and target school administrators. Prior to issuing the notice of intent to apply, the BGCMC President & CEO, Chief Outcomes and Club Experience Officer, Education Director, and Director of Grants and Strategic Initiatives held meetings and corresponded with school and district personnel: Superintendent, Deputy Superintendent, Director of Student Services, the target school principal and the target school assistant principal. The purpose was to identify the target school, develop the program, and plan for school-day collaboration.

Numerous strategies were employed to ensure that the target community – target school, private schools, and local community - was notified of the intent to apply. A notice was posted on the BGCMC website, social media accounts, and Treasure Coast Newspapers - the largest print and digital media news source in Martin County (in English and Spanish). The notice of intent to apply includes a program description, the program location, promising practices and data-based success of the 21st CCLC Program including a commitment to school-day collaboration.

To notify the families of students currently attending BGCMC's Palm City Club and enrolled in J.D. Parker Elem. (a non-21st CCLC Program that serves youth who reside in Stuart and attend the target school) the notice was posted to our Club Connect virtual programming website and distributed to families during curb-side dinner pick-up services that we are offering

at our Clubs as part of our COVID-19 Emergency Relief Program. The notice was also emailed to Palm City Club members who attend J.D. Parker Elementary. This dissemination plan is appropriate for the community being served by the program. It is likely that the target community will have access to at least one of these mediums.

Three private schools are located within the local educational agencies service area. Letters and emails were sent to the schools to inform them of the intent to apply for the grant, ascertain interest in collaborating in the program design and development process, and inviting students and teachers to attend and benefit from the program. To date, BGCMC has not received a response, however we are following up with phone calls and the invitation to collaborate remains open. Students attending the schools can participate in the program.

BGCMC's Marketing Director and 21st CCLC Director will maintain a 21st CCLC website that will be updated at least twice per year (or if the program changes) to include important program information: program description, address, hours of operation, contact information, target school, Adult Family Member Activities, and resources for families. A section will be devoted to reporting ongoing progress towards proposed goals and objectives and a copy of the approved grant narrative will be posted to the website. The website will be active within one month of beginning the program.

3.5 Partnerships and Collaboration

3.5.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, holistic services and programs to youth and families in the communities we serve. Identified partners we maintain collaborative agreements with include: the Martin County School District, Habitat for Humanity, Humane Society, Keep Martin Beautiful, Martin County Board of County Commissioners, Stuart Police Department, Quit Doc Research and Education Foundation, SafeSpace, The First Tee, Tykes and Teens, Whole Child

Connection, University of Central Florida, The Father & Child Resource Center, Florida Department of Health, and Caring Children Clothing Children. 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 students to afterschool enrichment 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 & Keep Martin Beautiful). BGCMC also works closely with many local businesses, government entities, and colleges to address the community needs identified. These include, for example, Indian River State College & Kaiser University (e.g. college tours, application assistance); Bank of America (e.g. financial literacy and Student Leaders), Toastmasters (public speaking), Police Athletic League (boxing and mentoring), Martin County Board of County Commissioners (job shadowing and career exploration), and House of Hope (basic needs). Key partnerships with local leaders like the Children's Services Council and United Way provide additional support to fill unaddressed gaps and needs for the youth and families that we serve. Boys & Girls Clubs of America is an additional resource, maintaining key partnership agreements with major corporations and youth-serving organizations that we can leverage to support program activities (e.g. Sanford Harmony social-emotional learning; Microsoft computer science programming; Comcast NBC Universal My.Future online learning platform, and Major League Baseball). State and Federal grant partners like Volunteer Florida, Florida Department of Juvenile Justice and U.S. Department of Justice provide additional resources in the areas of mentorship, life skills development, and academic intervention. Collectively, BGCMC uses this network of support to coordinate resources and implement program components that are not paid for by 21st CCLC funds. These partnerships are paramount to our operations and to our success. In particular, local resources that are connected to the community are deemed necessary and drive our holistic menu of

programming and whole-child and family support system. This allows us to carry out the activities identified in the needs assessment and administer a well-rounded community learning center that offers diversity in programming.

BGCMC has partnership agreements to provide USDA-approved snacks and healthy meals to all students attending the 21st CCLC program. Afterschool, students will receive a nutritious snack and meal; and on non-school days during the day-long program, students will receive 2 nutritious meals and 1 snack. Meals and snacks will not be purchased with 21st CCLC funds and students and families will never be charged for food directly or indirectly.

3.5. b. Collaboration: The School District and J.D. Parker Elementary school administrators were critical partners in the program design/development process. This relationship will continue throughout the grant period to ensure that program goals and objectives are met and that program activities support the learning that occurs during the school day. The 21st CCLC Director and Education Director will maintain open, weekly (minimum) communication with the target school principal to ensure that program activities fully support school-day learning and is nuanced to support special populations of students like those who are English Language Learners or those who have an Individualized Education Plan. To facilitate day-to-day program delivery, the 21st CCLC School District Liaison will maintain open, weekly (minimum) communication with the target school and the Club's 21st CCLC Associate via phone, email, and face-to-face communication to review student performance data, communicate about student-specific issues regarding academic performance and behavior, and align academic enrichment activities to school Pacing Guides to ensure that 21st CCLC activities including field trips reinforce what students learn in the classroom. Teachers from the regular school day will be recruited to work in the program and will facilitate daily homework help and academic enrichment activities proving an additional connection to school-day learning. Effort will be made to recruit ESOL (English as a Second Language), ESE (special education) and other

specialized teachers who can further collaborate and advise on student-specific needs. Through a comprehensive data-sharing agreement with the School District, BGCMC will access the school and student performance data required to carry out program activities and complete all required program reports and evaluations. The School District and J.D. Parker Administrators 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/email/phone correspondence designed to educate school personnel about the program and invite their students to attend. Equitable services will be provided to private school students, teachers, and other educational personnel. We will not differentiate between the target school and private schools in any way – all will have equal opportunity to collaborate, communicate, and participate in program activities designed to meet students' holistic needs and the challenging academic standards of the schools served.

3.6 Target Population, Recruitment and Retention

Target Population: The BGCMC Program will target students in grades K-5 attending J.D. Parker Elementary including 99 students after school, 60 on holidays and school break, and 86 during the summer. 100% of students are eligible for free/reduced lunch and a substantial number of students are performing below grade level on State standardized tests. For example, in 2018-19, 42% of students at J.D. Parker scored below passing on the Florida Standards Assessment (FSA) in English Language Arts (ELA), 48% scored below passing on the FSA in Math, and 52% scored below passing on the Statewide Science Assessment (SSA). 17% (105) of students are considered English Language Learners (Martin County School District, ELL Survey 3). 138 students had an attendance rate below 90% in 2018-19.

Target students will be identified in collaboration with the target school. These students include those who are: (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 grades; (3) low test scores (1 or 2) on State assessments in English/Language Arts, Math and Science; (4) students classified as English Language Learners; and (5) the siblings/ household members of target students. The program will maintain a waiting list for enrollment if the demand exceeds the program capacity.

Recruitment: The 21st CCLC Director, Education Director, 21st CCLC School District Liaison and the target school principal/designee will identify target students by reviewing student performance data. The team will selectively recruit them for participation in the program. For example, the target school will send letters/email communication to families disseminating information about the program including the location, goals/objectives, activities, hours of operation and enrollment information, encouraging them to attend (materials will be provided in English and Spanish). BGCMC will attend parent orientation night at the target school (and private schools as invited) to educate, recruit and enroll target students (multi-lingual staff and materials will be available). For target students attending our Palm City Club (a non-21st CCLC Program that currently serves youth who reside in Stuart), the Club Director will disseminate information to families in-person and via phone – educating them about the new 21st CCLC program in Stuart and encouraging them to enroll and attend. Additional recruitment efforts will engage the broader Stuart community and target school population by advertising the program on social media, through participation in community events (e.g. back to school events, fall festival), at an Open House, and by disseminating information through the local library, childcare centers, and religious entities. Key partners and funders will be engaged to promote the program to targeted and eligible youth and families (e.g. Children’s Services Council, United Way). Program correspondence including newsletters, flyers, invitations, and brochures will display the 21st CCLC logo and be translated into multiple languages.

Retention: During enrollment and at orientation (first Adult Family Member activity), the 21st CCLC Director will explain the attendance requirements including a commitment to active participation. The program design, goals, and objectives will be explained to families with the recognition that these positive outcomes are strongly linked to high attendance and 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 2 or more days to encourage regular attendance and support families to address any barriers to participation.

Daily attendance for each student will be recorded and reported for each student served using the online application provided by Florida's 21st CCLC Administrative Project. 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. The 21st CCLC Director will contact the families of students with excessive absences to problem-solve ways to encourage attendance. Goals for attendance and participation will be developed and monitored weekly by the Chief Outcomes and Club Experience Officer through analysis of attendance data broken down by subgroups and in the aggregate. This data will be shared with the 21st CCLC Director who will disseminate it to Club staff. Monthly attendance trends will be reported to the Board's Program Committee. Any identified barriers to participation identified through calls/communication with families will be discussed and problem solved.

Once enrolled, program staff will regularly communicate with families via phone, email, newsletters, and in-person to gain and maintain involvement. Importantly, parents must sign students out of the program each day if they are not riding the bus home, providing an opportunity to connect with and engage families. Families will be regularly consulted on student progress and be notified of all Adult Family Member Activities in-person and through other mediums. School-day teachers will provide an additional avenue of communication to engage

with families. Program materials/information will be translated into multiple languages and on-site staff will be available to communicate all program information in Spanish as needed. Pre-post program assessments and impact surveys will be administered during the year to measure program satisfaction and engagement levels. The program's recognition system will promote attendance and participation in programming. For example, youth exhibiting positive behaviors will be recognized through a "member of the month" program. Students will also receive program completion certificates and attendance awards (paid with non-21st CCLC funds).

Research shows that creating positive adult connections among students and staff improves attendance and engagement in out-of-school programs. Thus, BGCMC's culture and professional development plan/performance monitoring system fosters mentoring relationships. BGCMC staff are reflective of the students served – they are culturally, ethnically, linguistically, and racially diverse – and a combination of cultural competence trainings, implicit bias training, and diversity and inclusion focus groups seeks to build and strengthen those relationships between staff and youth. We also employ a Behavioral Specialist (a Licensed Clinical Social Worker) who meets with youth 1:1 and in small groups to provide mental and behavioral health support; lead our crisis response team; facilitate diversity & inclusion activities; and advise on overall Club culture. Our Clubs, and our brand, is centered around creating a safe place where all kids, regardless of their background or circumstance belong. Besides creating positive relationships with adults, programs and activities create this sense of belonging by promoting positive peer relationships. In our Clubs, older members and alumni serve as peer mentors; focus groups facilitated by our Behavioral Specialist discuss diversity and inclusion topics in small, age appropriate groups; our HERO Challenge Program (described below) creates a peer support group for youth who are struggling. The aesthetics of our Clubs are clean, bright and inspiring. Our mural project recruits youth to work with local artists to design and paint murals in our Clubs that contain positive, powerful, and culturally appropriate messages and images that

are designed to help youth gain a renewed sense of self-esteem, self-motivation, and self-sufficiency. We plan to bring this Club culture to the program site.

In addition, BGCMC participates in Boys & Girls Clubs of America's National Youth Outcomes Initiative (NYOI) – an annual youth survey that asks members about their perceptions of the Club including overall safety, physical safety and emotional safety. Survey results are analyzed by BGCMC leadership and the Board's Program Committee to make recommendations for program improvement.

3.7 Times and Frequency of Service Provision for Students and Families: BGCMC will operate a 21st CCLC Program from August 1, 2020 to July 31, 2021 after-school, on non-school days and during the summer (236 days). The program will provide high-quality, evidence-based, and standards-aligned academic and personal enrichment activities to 99 students after school, 60 on holidays and school break, and 86 over the summer. 50 adult family members will be served. 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 August 11, 2020 (coinciding with the beginning of the school year) to May 21, 2021 from 1:50pm to 6:00pm for a total of 169 days. We will also operate on 6 early release days from 12:00pm to 6:00pm.

Upon school dismissal, Personal Enrichment Specialists will meet students at the pre-determined school location, take attendance, and then escort students to the school's designated bus loop to board a branded BGCMC bus that is operated by a Bus Driver. Once students are accounted for and all are safely seated and wearing seatbelts, the bus will depart. Personal Enrichment Specialists will ride the bus from school to the program (.3 miles away) and will be responsible for safety and behavior management. Upon arriving at the program from

school, students will be escorted to the front desk by the Personal Enrichment Specialists where each student's membership ID card will be scanned and the Club's Outcomes Administrator will record the check-in time.

Students will receive a USDA-approved snack until 2:00pm. Beginning at 2:00pm, students will separate into groups based on grade level and participate in programs/activities. For example, from 2:00pm to 3:00pm, students will participate in a personal enrichment activity like SPARK fitness. From 3:00pm-4:00pm, students will participate in an academic enrichment activity with a certified teacher using the Mindworks curriculum. Then, from 4:00pm-4:30pm, students will participate in homework help with a certified teacher. From 4:30pm-5:00pm, students will participate in the Technology Lab. Then, from 5:00pm to 5:30pm, students will receive a USDA-approved meal. Then, from 5:30pm-6:00pm students will participate in a personal enrichment activity.

On 6 early release days, the program will begin at 12:00pm where students will receive a snack from 12:00pm to 12:30pm. Then, students will separate into groups based on grade level and participate in programs/activities. For example, from 12:30pm to 1:00pm students will participate in personal enrichment. From 1:00pm to 2:00pm, students will participate in a personal enrichment activity, from 2:00pm to 3:00pm, a personal enrichment activity, from 3:00pm to 4:00pm, an academic enrichment activity, from 4:00pm to 4:30pm homework help, and from 4:30pm to 5:00pm, a personal enrichment activity. Then from 5:00pm to 5:30pm, students will receive a USDA-approved meal. And, from 5:30pm-6:00pm students will participate in a personal enrichment activity.

Program transitions will be facilitated by program staff who will escort groups of youth to the next activity location.

At dismissal, students may elect to receive transportation home on a BGCMC bus. Otherwise, students are only allowed to be picked up by the individual(s) listed on their membership enrollment form. Students with written permission and residing close to the program may walk home. All students must exit the program through the front door where the Outcomes Administrator will scan the student's membership ID card and record the dismissal time marking them as checked-out for the day.

Non-School Day & Summer Program: On non-school days (18; holidays, and school break) and during the summer (43), the program will be open from 7:30am-5:30pm. Upon arrival, the Outcomes Administrator will scan the student's membership ID card and check them in. Students will be divided into groups based on grade level and cycle through a series of 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; an 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. Then, from 1:00pm-2:00pm, students will participate in a personal enrichment activity. 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. Program transitions will be facilitated by program staff who will escort groups of youth to the next activity location. At dismissal, students may elect to receive transportation home on a BGCMC bus. Otherwise, students are only allowed to be picked up by the individual(s) listed on their membership enrollment form. Students with written permission and residing close to the program may walk home. All students must exit the program through

the front door where the Outcomes Administrator will scan the student's membership ID card and record the dismissal time marking them as checked-out for the day.

Adult Family Member Education: Activities will offer the families of students served by the program 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 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 a project-based learning activity completed during academic enrichment programming (using the MindWorks curriculum). In addition, each event will include: (1) family dinner (paid with non-21st CCLC funds); (2) a fun, hands-on, family-project; and (3) a workshop/training on topics designed to provide adult family members with the tools needed to support their student's academic achievement goals. A sample schedule includes: (1) Parent Information Session (mandated first event) will review 21st CCLC program requirements and activities; (2) a workshop on counseling and mental health resources facilitated by BGCMC's Behavioral Specialist (a Licensed Clinical Social Worker); (3) literacy and English Language Learning activities to support families and guide parents in learning how to read with their children in meaningful ways - reducing barriers that prevent parents from fully engaging in their child(ren)'s education (The Literacy Colleagues); (4) a healthy eating and cooking workshop facilitated by Florida Health that is designed to strengthen family connections by engaging them to prepare a healthy meal together using produce harvested from BGCMC gardens; and (5) a summer learning loss prevention workshop designed to educate parents/caregivers about summer slide, the importance of regularly attending summer programming, and to disseminate summer reading lists from the target school teachers. 50 adult family members will be served by these activities.

3.8 Program Evaluation

Independent Evaluator Identification and Qualifications: Identification of an independent evaluator took place through thorough research and recommendations from other 21st CCLC programs. When identifying an independent evaluator, the organization considered important evaluation items that were relevant to the proposed 21st CCLC program and that also met the 21st CCLC RFP requirements. The required qualifications for the evaluator included extensive 21st CCLC program evaluation experience, positive 21st CCLC client testimonials, capacity to develop and carry out grant-specific evaluation plans with timelines, personnel availability, report writing and data analysis expertise, and data collection storage capacity. D & C Education Company, LLC dba EduMatrix is a highly recommended and experienced company in 21st CCLC program evaluation and has been identified to serve as the independent evaluator for this project. EduMatrix specializes in 21st CCLC program evaluation specifically, and currently evaluates other 21st CCLC programs in the state of Florida. The CEO and Lead Program Evaluator for EduMatrix, Crystal Taylor, M.B.A., Ed.S., will lead the evaluation efforts for this project and will also be the point of contact for the program. Other members of the EduMatrix evaluation team will assist in providing the services detailed in the evaluation plan including the Director of Program Evaluations, Program Evaluators, Senior Researcher, Senior Data Analyst, and other data analysis professionals. The EduMatrix team consists of Ph.D. tenured evaluation professionals and credentialed data analysis and reporting professionals which makes the company highly qualified to perform the 21st CCLC program evaluation duties.

Evaluation Activities and Proposed Timeline: Conducting evaluation activities in a systematic way using a timeline will help to inform the program and stakeholders about the program progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting.

Evaluation Activity #1 - Data Collection: Data will be collected in a way that does not interfere with program activities. Evaluation activities will be discussed and coordinated with the Program Director to ensure that they are delivered in a non-intrusive way. Each evaluation activity will be coordinated with program stakeholders to increase effectiveness and minimize distraction. The following will be collected or conducted by the evaluator for analysis in December 2020 (baseline data), February 2021 (mid-year data) and June 2021 (end-of-year data):

- Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades and other relevant data.
- Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes and scoring rubrics.
- Interviews (qualitative) with the Program Director, Site Coordinators, Teachers and Program Staff.
- Program observations and site visits (qualitative) including evaluator field notes from site visits, assessing student and staff performance, personal enrichment activities, and academic enrichment activities.

Stakeholder surveys (qualitative) completed by an adult family member of the student, school day teachers of students, and students participating in the program will also be collected in July 2021 by the evaluator for analysis.

Evaluation Activity #2 and #3 – Data Analysis and Reporting: EduMatrix will analyze all of the data collected by both the evaluator and the program to create a comprehensive analysis that details a variety of sources. Baseline data will be analyzed in December 2020 for completeness and level of student performance. The results of the baseline data analysis will be provided to the program so that they know which areas to target and focus on. Mid-year data will be analyzed in February 2021. The results of this data will be included in the *Mid-Year Data*

Report prepared by EduMatrix and will show whether the students have made gains when comparing baseline and mid-year data for each grant objective. The evaluator will meet with the Program Director to discuss the results of the Mid-Year Data Report and will note any changes needed in the areas of data collection and programming. End-of-year data will be analyzed in June 2021, and those results will be reflected in the *End of Year Data Report* (July 2021) and *Summative Evaluation Report* deliverable (August 2021), both prepared by EduMatrix. These reports will reflect the program's overall annual performance, recommendations for program improvement, and reporting outcomes.

Processes for Accurate Data Collection, Maintenance and Reporting: EduMatrix will meet with the Program Director to discuss what data will need to be collected that aligns with the grant objectives, as well as how the data will be collected and who will be collecting it. There will be a student survey/testing schedule, parent survey/testing schedule, report card grade collection schedule and a data entry schedule created so that the program stays on track with data collection, entry and maintenance. EduMatrix will create internal deadlines for the program so that they will have the correct data prepared for each reporting time point. Accurate data collection will be verified by the evaluator by comparing the grant objectives to the data that was collected, as well as using the data collection tools (assessments and/or surveys) as a guide when analyzing the data. If any discrepancies are found, the evaluator will immediately contact the Program Director with data reliability concerns.

Coordination of Evaluation Activities: EduMatrix will coordinate evaluation activities with the Program Director to ensure that the evaluation activities do not interfere with the normal flow of day-to-day program operations. Each evaluation activity will be coordinated with program staff, students, adult family members, and others so that the evaluation process is most effective.

Examination of Program Impact: The evaluation design will allow for the measurement of progress made towards meeting each grant objective as described above. The measurement

tools that will be used to evaluate program impact include program participant data, analysis of student English Language Arts, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, results of site visit reports, analysis of student data and grades, academic enrichment data, personal enrichment data, review of the curriculum used, and adult family member participant and performance data will also be used as program impact measurement tools. These tools will help to answer specific program impact questions through data analysis including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address academic enrichment and supplementing the school day curriculum in innovative ways result in positive outcomes for program participants? (4) Did the program efforts to address adult family members result in positive outcomes for those family members that participated? Using the aforementioned measurement tools to answer these program impact questions through evaluation will help stakeholders understand whether the program had any substantial impact in a variety of areas. The results will be used to help inform the program about any areas that may need improvement throughout the project year.

Use of Evaluation Results and Sharing Results with Community: Using evaluation data results, and sharing those results to help improve the program and its impact, is an important part of the evaluation plan. A true learning community can be fostered through data sharing for the purposes of student and adult family member achievement and improvement. Evaluation results will be shared at each Advisory Board meeting, staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least two times during the grant year. Data results, program operations and evaluator recommendations for program improvement will be covered in these meetings so that the

community is well aware of program performance and student-level performance of the 21st CCLC program. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year.

3.9 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. Ratios will not exceed 9:1 for academic enrichment or 9:1 for personal enrichment activities. A 9:1 ratio was selected because it reflects DOE and CDC guidelines for the next year due to COVID-19. The program will create a fun, engaging, and team-oriented environment where programs and activities will promote ownership, be age and developmentally appropriate, advance students, and support student success. We recognize that the program must be fun, use cutting edge technology, and must align to students' interests in order to keep them engaged. So, activities include an array of personal enrichment programs like visual art, performing arts, hydroponic gardening, sports, and technology programs. Our award-winning HERO Challenge Program seeks to, among other things (described below) create a peer support group and positive adult connections for youth who are struggling. In its 6th year of implementation in our other 4 sites, it is proven to keep youth engaged and regularly attending the program.

Academic enrichment programs were selected to account for all learning styles – visual, auditory, kinesthetic, and reading/writing learners as we recognize that students learn in different ways and we must be able to accommodate every student so each has opportunity to learn without falling behind. This means, for example, that our Mindworks academic enrichment

curriculum uses project-based learning to bring concepts like aerodynamics to life by flying paper airplanes; but it also means that students first read a short lesson, complete a written worksheet and receive visual instruction from the certified teacher facilitating the program.

Activities were selected in collaboration with the target school. 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 the target school and aligned to the needs assessment.

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 school and program. The 21st CCLC Associate will work with the 21st CCLC School District Liaison to obtain Pacing Guides from the target school for each grade level to ensure that academic enrichment activities align with the school curriculum. Certified teachers who work at the target school during the school day will supervise homework help and academic enrichment activities and provide tutoring and academic intervention to students in the program.

Through a comprehensive data-sharing agreement with the School District, the program will have real-time and historical access to: (1) student data such as report cards, test scores, homework grades, diagnostic assessments and standardized test scores; (2) behavioral data such as attendance, referrals and suspensions; and (3) information from teachers and administrators for all youth in the program. In addition, Club staff and certified teachers working in the Clubs have parent permission to access the school district's web portal – FOCUS - to review grades, homework completion, test scores, and other real-time school data with students to track and assess performance between report cards. This also allows us to connect students

to additional services and programs like tutoring with a certified teacher or behavioral/mental health services from our Behavioral Specialist (a Licensed Clinical Social Worker).

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.

Students with Special Needs: As required under the provisions of the U.S. Dept. of Education General Education Provisions Act (GEPA; Section 427), BGCMC'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. Effort will be made to recruit ESOL (English as a Second Language), ESE (special education) and other specialized teachers who can further collaborate and advise on student-specific needs. With parent permission, program staff will receive copies of a student's Individualized Education Plan (IEP) to better understand the child's needs. Prior to starting the program and ongoing, the 21st CCLC Director and Behavioral Specialist will meet with the student's parent/guardian to discuss the child's needs and necessary accommodations. BGCMC employs a Behavioral Specialist (a Licensed Clinical Social Worker) who is available to provide additional support to students including consultation to assist with the inclusion of students with special needs. The 21st CCLC Director and Behavioral Specialist will also collaborate and communicate with school-day teachers and administrators to implement consistent strategies and create a more comfortable environment for students. Community agencies like the ARC of Martin County and Helping People Succeed will be consulted to provide assistance and support. Reasonable accommodations based on parent, teacher, and other stakeholder recommendations may include: flexible seating, grouping, and schedules; adapted materials like large print; ADA compliant transportation; interpreters; 1:1 aids; small groups; and positive behavior supports.

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) health, wellness, and fitness education to address poor health outcomes; (4) family services to address low education levels and literacy; (5) family and youth services to assist students considered English Language Learners; (6) counseling and mental health awareness, and social-emotional learning activities to address mental/behavioral health needs; and (7) The Arts. Personal and academic enrichment activities include:

Homework Help: Students will participate in 30-60 minutes of homework help Monday-Thursday supervised by a certified teacher with a student to adult ratio of 9:1. 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. 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. Imagine Learning is approved by the school district to provide supplemental instruction to students.

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

9:1. The evidence-based curriculum MindWorks will be used to facilitate academic instruction in reading/language arts, math and science. 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. 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 project-based learning curriculum will be implemented every day during the summer/non-school days.

Sunday: To support students who are English Language Learners and/or possess other reading challenges, the program's dedicated ELL teacher will administer the Sunday curriculum to students with a student to teacher ratio of 9:1. Sunday offers structured, systematic, multisensory reading intervention for students at the beginning stages of reading through the end of the 5th-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings. The Sunday System has been evaluated by educational experts in industry leading organizations such as the National Center for Learning Disabilities, the International Dyslexia Association and Reading First offices in 7 states. They are all in agreement that The Sunday System contains the required elements identified by the National Reading Panel. Orton-Gillingham (OG) practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. The curriculum will be implemented to students daily after school, on non-school days and during the summer.

Healthy Lifestyles: Students will participate in Healthy Kids Challenge (HKC) and Hydroponic 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 9:1. 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 Hydroponic Gardening, students will work with the Healthy Habits Specialist 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 and distributed to families. The program will be offered after school, on non-school days and over the summer weekly.

Physical Fitness: Students 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 9:1. 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. The field and sports equipment will be used to implement SPARK. Recognizing that coaches have a vital role to play in positive youth development, staff will be trained in the evidence-based Positive Coaching Alliance curriculum which teaches positive coaching techniques applicable to all sports that focus on how coaches and parents can use sport psychology, educational psychology, and interpersonal communication to develop youth as athletes and people via life lessons inherently available through sports. The premise, is that positive reinforcement and demonstration of belief in your

athletes keep them attuned to the necessary corrective criticism the best coaches provide. When coaches apply the right balance between specific, truthful praise and specific, constructive criticism they help athletes improve and compete better, while also helping them develop as people.

Soccer to Educate: The program is designed to improve the health of youth and families in Stuart. Lessons are supervised by Program Enrichment Specialists and professional soccer coaches with a student to adult ratio of 9:1. 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 and compete against teams from other Clubs. Importantly, soccer 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 after school, during the summer and on non-school days.

Social-Emotional Learning: Students will participate in SMART (Skills Mastery and Resistance Training) Moves, a nationally acclaimed prevention and life skills program. It is aligned to the Collaborative for Academic, Social, and Emotional Learning's (CASEL) systematic standards for quality social and emotional programs. SMART Moves is a holistic, evidence-based social and emotional learning program designed to address youths' physical, cognitive, emotional and social needs. SMART Moves fosters deeper self-awareness, self-confidence, and improved decision-making in students. Program Enrichment Specialists will supervise the program with a

student to adult ratio of 9:1. Students will be exposed to various lessons, activities and hands-on projects designed to hone decision-making and critical-thinking skills. The curriculum will be implemented 10-15 days per month year-round.

Mentoring and Prevention: The HERO Challenge is a comprehensive mentoring and prevention program that targets at-risk youth 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 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 9:1. The program will be offered after school, on non-school days and over the summer weekly.

Visual and Performing Arts: Students may 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 9:1. The program will be offered after school, on non-school days and over the summer weekly.

Technology Lab - Students will participate in My.Future, a program 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. Developed by Comcast NBC Universal, technology activities include: 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. Administered by the Technology Specialist (holding a degree/certification/job experience in a STEM-field), the student to adult ratio will not exceed 9:1. STEM activities will be offered after school, on non-school days and over the summer daily.

3.10 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 overall 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 9:1. 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 schools to better connect in-school and after school learning. Effort will be made to recruit ESOL (English as a Second Language), ESE (special education) and other specialized teachers who can further collaborate and advise on student-specific needs. One of the certified teachers in the program will solely work with students who are English Language Learners.

Personal enrichment activities will have a student to adult ratio of 9:1. Students will be grouped into age and developmentally appropriate groups for these activities. These activities will be facilitated by Personal Enrichment Specialists, a Technology Specialist, Healthy Habits Specialist, and HERO Challenge Case Manager. They will also be facilitated by instructors from Soccer to Education, Visionary School of the Arts, and Maltz Jupiter Theatre.

3.10.a. Staffing Plan: The 21st CCLC Area Director under the supervision of the Chief Outcomes and Club Experience Officer is responsible for overseeing all BGCMC out-of-school programs. The 21st CCLC Area Director will be responsible for 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 and will serve as the primary point of contact for FDOE in all matters related to the 21st CCLC Program. Other responsibilities include: managing and implementing the educational program and budget described in the approved application to ensure that BGCMC meets its responsibilities to the FDOE under the grant agreement in a timely manner; coordinating daily operation and service delivery; implementing quality controls to ensure effective reporting and programming; engaging families; communicating with other stakeholders, youth and families; reviewing deliverables, supporting 21st CCLC staff, and maintaining open weekly communication with the target school administrators.

The Education Director will maintain open weekly communication and collaborate with school district and school personnel and teachers to connect in-school and out of school learning for students; oversee all educational programming; supervise certified teachers; coordinate program evaluation with the evaluator; internally evaluate program performance; and strengthen community engagement.

The Grant Compliance Director will be responsible for collecting and maintaining all data including attendance and assessment data. This person will work with the 21st CCLC Director and 21st CCLC Associate to complete grant reports and ensure compliance with all grant requirements.

The 21st CCLC School District Liaison will be responsible for maintaining communication with the target school weekly in order to coordinate collaboration with the school day. This includes obtaining data from the target school regarding student performance and ensuring that activities/programs at the Club support the regular school day by aligning academic enrichment activities to school pacing guides and to ensure that field trips reinforce what students learn in the classroom. This position will also communicate about student-specific issues regarding academic performance and behavior.

The 21st CCLC Associate will further ensure that active collaboration occurs with the target school, School District, and private schools in program planning and implementation; support the Grant Compliance Director 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. This position 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. This position will obtain Pacing Guides for each grade level and work with the School District Liaison to align academic enrichment activities to these guides so that program activities align with what students are learning in school.

The Outcomes Administrator provides a point of contact for walk in traffic, answers incoming telephone calls, grants access to the building, and supports the highest level of customer service for members, staff, and visitors. This position manages and tracks all data related to program outcomes including attendance data.

Program implementation staff: consists of the Healthy Habits Specialist who will oversee the program's hydroponic garden and deliver garden programming to youth; the Technology Specialist who will deliver all technology programs to youth (hold a degree/certification/job experience in a STEM-field); and Personal Enrichment Specialists (7) who will implement and administer additional programs outlined above. All program staff will implement and administer programs, services and activities for members; ensure engagement and promote consistent attendance; and establish rapport with youth to provide mentoring, guidance, role modeling, and overall direction for their leadership development, artistic skills, physical activity engagement and academic progress. They will help plan special events, such as guest speakers, performances or field trips; and monitor and evaluate programs, services and activities to ensure safety. They will support members emotional and social development, encouraging understanding of others and positive self-concepts successfully; submit regular lesson plans, attendance sheets and other administrative duties; and have a working knowledge of grant outcome expectations and report results as requested. A high school diploma and experience working with youth is required for these positions.

Certified Teachers (7) from the regular school day will be recruited to work in the program and will facilitate daily homework help and academic enrichment activities proving an additional connection to school-day learning. This position will also report student progress to the 21st CCLC Associate and develop individualized plans for students in need of additional assistance. One of the certified teachers in the program will solely work with students who are English Language Learners. Teachers must have a valid Florida Professional Educator's Certificate.

The HERO Case Manager will facilitate the HERO Challenge Program. This position will work directly with youth teaching them conflict resolution skills, anger management techniques, positive self-esteem practices and assisting with educational support. Under the supervision of the Prevention Director they will be responsible for conducting needs assessments, risk profiles

and tracking weekly activity reports. A high school diploma and experience working with youth is required for this position.

The Training Coordinator will lead 21st CCLC employee development initiatives by hosting/creating training events, educational programs, and executing BGCMC's Professional Development Plan. Responsibilities include: mapping out training plans and schedules; designing and developing training programs; selecting appropriate training methods; marketing available training opportunities to employees; maintaining training files; and completing reports to funders.

The Bus Driver provides transportation to and from the program for students. The Bus Driver helps ensure student and vehicle safety & maintenance by completing vehicle inspections and tracking mileage. The Bus Driver must have a Commercial Driver's License (CDL) with Passenger and School Bus Endorsements, standards that comply with the Federal Motor Carrier Safety Administration.

The Facilities Manager will be responsible for completing and supervising the general maintenance and upkeep of the building and grounds paying particular attention to its physical condition, safety, and cleanliness. This position will also maintain all equipment including buses and electrical, plumbing, mechanical and related systems.

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.

3.10.b. Professional Development:

BGCMC's organizational culture supports continuous learning and professional development. Upon hire, all staff will participate in an onboarding program facilitated by BGCMC's Training Coordinator. The initial 2-week orientation includes the following trainings:

10-hours of Early Learning Florida Training; a 7-hour Youth Development Professional course from Boys & Girls Clubs of America Spillet University; and a 7-hour Child Safety Sexual Abuse Prevention Course. Training topics include (but are not limited to): Child safety & prevention (physical & emotional), positive youth development, guidance, de-escalation & behavior management, cultural responsiveness & inclusion, promoting positive peer-relationships, hands-on learning, emergency response, positive behavior support, group management, 21st CCLC Programming, health & sanitation, planning for emergencies, precautions in transporting children, preventing child abuse & supporting children in trauma, supporting the social and emotional development of children, and an orientation to the Boys & Girls Clubs. During orientation, all program staff also complete a minimum 38 hours of job shadowing with a veteran program staff supervised by the Training Coordinator.

Annually, all program staff must complete 15-30 hours of training. This includes the Florida Department of Juvenile Justice SkillPro Training on topics like sexual abuse prevention, sexual harassment, child abuse recognition/reporting/prevention, equal employment opportunity, ethics, human trafficking, information security, and suicide prevention. All BGCMC staff will receive year-round training on topics like: Trauma Informed Care, Implicit Bias, Mindfulness, Motivational Interviewing, Compassion Fatigue/Resiliency, and Reflective Practice. BGCMC will also receive mental health consultation and support so that as an organization, BGCMC can better contend with complex youth emotions (e.g. trauma, PTSD, suicidal ideations). A comprehensive professional development plan for staff in an evidence-based mental health first aid instruction is attached (Priority #4).

All staff are trained in CPR and first aid. Staff must complete a comprehensive vehicle training to transport youth, and staff who serve meals/snacks are required to complete additional trainings. Year-round trainings for staff occur online and in-person. At monthly all staff meetings, 2-3 hours are dedicated to professional development. Topics are selected by the

Training Coordinator based on consultation with program leadership to address challenges/improve Club climate and culture. For example, in 2019-20, topics included: serving & promoting inclusion for students with disabilities, emotional intelligence, supporting youth who exhibit challenging behaviors, compassion fatigue & resiliency, continuous quality improvement & compliance monitoring, parent communication, and accountability. All day trainings are held twice per year covering topics selected by program leadership. The Training Coordinator also visits all program sites regularly and implements safety drills covering scenarios such as a fire, severe weather, active shooter, and severe injury. This allows Club staff to respond in real-time and receive feedback so they can be better prepared to respond to an emergency.

Club leadership receive additional training opportunities at monthly leadership meetings; attend Boys & Girls Clubs of America's Club Directors Academy, a 3-day professional development workshop; and complete a 6-week course in partnership with Indian River State College on topics like leadership, effective communication, team building & motivation, conflict & challenging employees, diversity, time management, and financial stability. Club leaders may also attend the Florida Association of School Administrators Conference, Primetime Afterschool Symposium, and other conferences or professional development opportunities of interest (the conferences mentioned are not included in the budget). BGCMC commits to sending one administrative staff and one programmatic staff member to the Florida Department of Education's training in the fall 2020. Upon return, staff attending the training will disseminate information to all staff via email and in-person at a monthly all staff meeting. These staff will be available to provide guidance, direction and assist in answering questions regarding the training and program implementation.

3.11 Facilities: The program will take place at 1300 SE 10th Street in Stuart, known locally as the 10th Street complex. This location has the resources and space needed to deliver all proposed and required activities in a safe and healthy environment that is ADA compliant. This

includes a large multi-purpose room for snacks, meals and Adult Family Member Activities. Classrooms are available for academic and personal enrichment programs and homework help. Outdoor space including a large field is available to facilitate SPARK fitness and Soccer to Educate. A technology room is available for technology programs. Students and their families can easily access the facility because it is located close to where they live. The facility is located .3 miles from J.D. Parker Elem. On school days, transportation will be offered from school to the program. On school days, non-school days and summer, transportation will be offered home. BGCMC has an exemption from licensure from the Florida Department of Children and Families effective July 26, 2019 to July 25, 2020.

3.12 Safety and Student Transportation: Student safety is of paramount importance to 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 program will comply with the policies and procedures for ensuring student safety outlined in the Child Safety Manual and overseen by the Chief Financial and Administrative Officer. 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 Chief Financial and Administrative Officer 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 9:1 and the ratio will not exceed 9:1 for personal enrichment activities. All staff must be at least 18 years old and complete the mandatory training and orientation period before supervising youth. During the year, staff complete safety trainings mapped out by the Training Coordinator per BGCMC's Professional Development Plan on topics like emergency response

procedures, incident reporting, CPR/First Aid, and safe supervision. Regular safety drills are conducted by the Training Coordinator.

Transportation: Only registered members with a permission slip and signed Code of Conduct by the student and his/her parent/guardian may receive transportation. After school, BGCMC will provide transportation from J.D. Parker Elem. to the program. An ADA compliant vehicle will be available if needed. After school, upon school dismissal, Personal Enrichment Specialists will meet students at the pre-determined school location, take attendance, and then escort students to the school's designated bus loop to board a branded BGCMC bus that is operated by a Bus Driver. Once students are accounted for and all are safely seated and wearing seatbelts, the bus will depart. Personal Enrichment Specialists will ride the bus from school to the program (.3 miles) and are responsible for safety and behavior management. Upon arriving at the program from school, students will be escorted to the front desk by the Personal Enrichment Specialists where each student's membership ID card will be scanned and the Club's Outcomes Administrator (not in the budget) will record the check-in time.

At the end of each day (school days, non-school days, and summer), students are only allowed to leave with the individual(s) listed on their membership enrollment form. All students must exit the program through the front door where the Outcomes Administrator will scan the student's membership ID card and record the dismissal time marking them as checked-out for the day.

Students may elect to receive transportation home (on school days, non-school days, and summer). Those who are signed up and approved to ride the bus home will board a branded BGCMC bus that is operated by a Bus Driver. Once all students are accounted for and safely seated wearing seatbelts, the bus will depart. Personal Enrichment Specialists will ride the bus and are responsible for safety and behavior management. The bus will complete a pre-

determined route with safe, well-lit drop off locations close to each student's home. 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 9:1. Every student must have a signed permission slip (with emergency contact information) to attend a field trip and staff must include these forms in the field trip binder that contains all pertinent trip information (including attendance roster) that is taken on the trip. While off site, students and staff must follow Club policies and procedures. All youth attending a field trip must exit the front door, and the accompanying staff member(s) must leave a copy of the attendance roster at the front desk. Only registered Club members with a signed permission slip can ride BGCMC transportation and attend a field trip. Only BGCMC buses/vans can be used to transport youth. Students must wear seatbelts and sit facing forward while riding BGCMC transportation. Buses may not exceed 55 MPH and vans may not exceed 60 MPH.

The Child Safety Manual outlines procedures for emergencies that can arise in a Club. For example, the Child Safety Manual outlines a Crisis Management Plan and Critical Incident Command System in the event of a critical incident. The Child Safety Manual outlines action steps, notification protocols, lockdown/shelter in place/evacuation procedures, and debriefing protocols for: weather events (e.g. severe weather, tornado, hurricane, lightening), physical injury, a threatening/unwanted individual, fire, amber alert, bomb threat, power outage, terrorism

threat, hazardous chemical spill, and acts of violence. All staff receive training on the Child Safety Manual during orientation and ongoing, refresher training is offered year-round. Throughout the year, BGCMC's Training Coordinator facilitates on-site scenario response drills designed to better prepare Club staff to respond to an emergency.

3.13 Sustainability: As the premier youth development organization in Martin County, BGCMC has more than 25 years of experience facilitating youth development programs and is well-equipped to implement this 21st CCLC program. 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 BGCMC succeed. 100% of our 38 board members actively serve on individual committees and contribute financially. The Board provides strategic oversight and direction for 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 our programming in the Stuart community, 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 Florida Department of Education, Volunteer Florida, 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 6 full-time staff who work with the Finance and Resource Development Committees (staff and board members) to ensure that BGCMC remains financially stable, meets all fundraising goals, and continuously finds new ways to expand the donor base.

The Resource Development Team administers a robust grant portfolio, annual fund campaign, major gifts program, online giving campaigns, corporate sponsorships, and cause marketing. New donor acquisition strategies are discussed by the Resource Development Team at weekly pipeline meetings. A comprehensive Stewardship Plan contains strategies and protocols for donor retention. Weekly pipeline meetings also discuss how to move existing donors to a higher giving level. Importantly, robust data collection and evaluation systems ensure that our programs are a sound investment for our donors.

21st CCLC Advisory Council: To ensure broad-based community, school, and student involvement and support, a local 21st CCLC Advisory Council 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 Council will comprise of 10-15 members: at least 2 parents, 1 regular school day teacher from each target school, and members from community agencies/private sector. Attendance and meeting minutes will be documented.