

NITA M. LOWEY 21<sup>st</sup> CENTURY  
COMMUNITY LEARNING CENTER  
GRANT PROGRAM DESCRIPTION

### 5.1 Project Abstract

The Highlands County School Board (the District) and the Boys and Girls Club of Highlands County (the Club) will work collaboratively to offer the **Operation HELP** (Helping Education Little People) 21<sup>st</sup> Century Community Learning Center (CCLC) grant program. The District will serve as the fiscal agent and program implementation will be provided by the Club. Four Title I elementary schools, including Memorial, Avon, Fred Wild, and Woodlawn will serve as target schools for the program. Operation Help will serve K-5 graders from these targeted schools. The goals of the program are to improve student academic skills, provide personal enrichment opportunities and promote adult family member involvement through workshops and partnerships. The afterschool programs will be held at Avon Park and Sebring Boys and Girls Clubs. Both sites will serve 55 students each Monday – Friday, 176 days 2:30 p.m. – 6:00 p.m. Summer programming will be held for 32 days 8:00 a.m. – 12:00 p.m.

### 5.2 Needs Assessment

The Club has been in existence for 17 years and know the families and geographic areas served. Many parents rely on neighbors or neighborhood programs for help in meeting the daily needs of their children. Other after school programs offered in the local community for elementary students are fee-based and, therefore, cost-prohibitive for these families, resulting in potential "latchkey" cases. The fact that there is no free out-of-school program option for these students was the catalyst for seeking this grant opportunity. To discuss the needs of the community, Club staff met individually with potential community partners to help identify the needs and to also solicit input and support for realizing the goal of uniting on behalf of the target school students. Data was collected and analyzed by the Club and it was found that parent and student surveys conducted Spring 2014 proved that many of the Club members reside in single parent homes, with parents having to work two or more jobs to adequately provide for their families. Children are sometimes left alone for extended periods of time, resulting in the need for community intervention programs to help ensure their safety and keep them engaged in

positive activities. The lack of adult supervision frequently results in negative consequences. For example, Juvenile Justice data for 2013-2014 revealed that students between the ages of 5 – 10 committed 32 felonies in this local circuit, with students aged 11-13 committing 245 felonious crimes. (Source: <http://www.djj.state.fl.us/research/delinquency-data/delinquency-profile/delinquency-profile-dashboard>)

Parent survey results also revealed that 79% need assistance with their child’s homework, since many parents were not successful in school, and are unable to provide the academic support needed by their children. 70% of the parents expressed a need for assistance with developing job skills, improving financial literacy, and increasing literacy in reading. The following data shows student performance in reading and math in spring 2014.

**Table 1: Percentages of Students Scoring Level-1 and Level 2 on 2014 FCAT for Reading and Math in Targeted Schools Compared with District Percentages**

SCHOOL	GRADE	% LEVEL 1 FCAT Reading		% LEVEL 2 FCAT Reading		%LEVEL 1 FCAT Math		%LEVEL 2 FCAT Math	
		School	District	School	District	School	District	School	District
Fred Wild Elem.	3	24	22	24	28	24	21	26	28
	4	23	18	32	31	25	18	27	27
	5	26	19	30	31	31	30	36	31
Memorial Elem.	3	26	22	37	28	26	21	37	28
	4	16	18	14	31	17	18	31	27
	5	17	19	15	31	39	30	25	31
Avon Elem.	3	11	22	27	28	4	21	21	28
	4	13	18	21	31	7	18	27	27
	5	16	19	30	31	37	30	33	31
Woodlawn Elem.	3	25	22	24	28	24	21	27	28
	4	24	18	28	31	23	18	26	27
	5	23	19	26	31	35	30	23	31

The U.S. Census Bureau’s 2013 population estimate for Highlands County was 98,128, with Sebring having 10,340 residents and Avon Park with 8,839. The United States Census Bureau listed the mean household income for Highlands County as \$35,560, with 20% of the county’s population falling below the poverty level, compared with 16% statewide. (Source:

<http://quickfacts.census.gov/qfd/states/12/12055.html>) The 2015 Economic Survey Data provided by the Highlands County Management Information System (MIS) Office for the targeted schools show that Fred Wild Elementary has 91.4% eligible students for free and reduced lunch, Memorial Elementary and Avon Elementary have 86.7% eligible, and Woodlawn Elementary has 80.1% eligible. (Source: 2015 Economic Survey, Highlands County School Board MIS Office) A chart containing school demographics is included in Attachment A. Recent studies by the National Center for Education Statistics demonstrate the need for additional academic support of youth in their out-of-school time. In 2009, only 33 percent of fourth graders, 32 percent of eight graders and 38 percent of 12<sup>th</sup> graders read at or above the proficient level. At-risk or low-income youth fare even worse.<sup>1</sup> Such struggling young people all too often experience a gradual process of disengagement from learning and school. The proposed program will allow target school elementary students to participate in a cost free comprehensive after school program that will offer academic services to help increase student knowledge in Reading, Math, and English Language Arts/Writing. Students will be able to learn from personal enrichment activities about health and nutrition, as well as problem solving. In the communities that will be served, the aforementioned needs will be addressed and students will truly benefit from all aspects of the program. Adult family member offerings will be paramount in this project, helping to meet needs of the students and adult family members.

### **5.3 Program Evaluation**

Experience: D & C Education Company, LLC dba EduMatrix will be contracted to serve as the 21<sup>st</sup> Century Community Learning Center (CCLC) program external grant evaluator. EduMatrix specializes in 21<sup>st</sup> CCLC grant evaluation specifically, and currently evaluates other 21<sup>st</sup> CCLC programs in the state of Florida. Current clientele include Florida school districts and community-based organizations. The CEO and Lead Grant 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 team will assist in providing the

services detailed in the evaluation plan including Grant Evaluation Specialists and Data Analysis team members. Crystal Taylor has over 9 years of qualified experience while the other members of the EduMatrix evaluation team have a combined total of over 30 years of relevant experience.

Overview: EduMatrix will meet the Principles of Effectiveness as described in ESEA.SEC.4205(2) and work with each grant site to provide recommendations based on quantitative and qualitative evaluation results during the grant year. The evaluation plan has been designed with multiple purposes: (1) improve the overall program quality by identifying strengths and weaknesses; (2) improving the learning environment to maximize student learning and outcomes; (3) identify areas that will improve by use of professional development; (4) help programs identify areas in the program that would benefit from community partnerships and volunteers; (5) document program improvement, progress towards meeting grant objectives, progress in data collection, student/parent/regular school day teacher feedback, and overall program results. Formative and summative evaluations will be used to accomplish these purposes. The formative evaluation will provide the program with feedback from both formal (i.e., surveys, objective performance measurements, progress monitoring reporting) and informal (i.e., program and classroom visits, meetings, conference calls) assessments throughout the year. This type of feedback will promote continuous growth and improvement. The summative evaluation will reflect the program's overall annual performance, recommendations for program improvement, and reporting outcomes. All evaluation reports will be shared with the 21<sup>st</sup> CCLC staff, parents/guardians, community and stakeholders via Advisory Board meetings, the 21<sup>st</sup> CCLC website, newsletters, email and other ways of communication. The evaluation results will be used to continuously improve the program which will allow the club to address any areas of concern, if any. EduMatrix will also fulfill the federal

data submission requirement at the end of the project year per the Florida Department of Education expectations.

**Methodology:** EduMatrix will collect and analyze both quantitative and qualitative data using a mixed methods research design. Collecting various types of data will help provide a more thorough understanding about program findings versus quantitative or qualitative data alone. Mixed methods data analysis will include the collection and analysis of independent and dependent variables and define how these variables affect each other. Triangulation through the mixed methods research design approach will allow for a complete and strong evaluation of quantitative and qualitative program data. Program evaluation best practices will be utilized throughout the evaluation process and include defining patterns in collected evaluation data, disaggregating program data, analyzing site visit results and providing feedback (qualitative), establishing academic and enrichment connections (quantitative data) and using evaluation results to make recommendations. This will lead to relevant recommendations for program improvement regarding data collection efforts, completeness of data and connecting program implementation to grant outcomes.

**Data Collection Methods:** Data will be collected in such a way that does not interfere with program activities. Evaluations will be planned, as well as site visits, and collection methods will be carried out in a non-intrusive way.

<b>Data Method</b>	<b>Qualitative or Quantitative</b>	<b>Source of Data</b>
Analysis of Documents	Quantitative and Qualitative	Student files, assessments, data collection tools, meeting minutes, scoring rubrics
Focus Groups	Qualitative	Interviews with and/or surveys of members of 21 <sup>st</sup> CCLC advisory board including parents, students, regular school day teachers, administrators and community members
Surveys	Qualitative	Stakeholder survey data will be analyzed including adult/parent surveys, school day teacher surveys and student surveys that

		are taken during the project year and at the end of the project year
Interviews	Qualitative	Interviews with Site Coordinators, teachers and program staff
Observations	Qualitative	Evaluator field notes from conducting site visits, assessing student and staff performance, special events/showcases, PBL projects
Analysis of Student Data	Quantitative	Demographics, enrollment, attendance, participation, assessment scores, report card grades

**Outcomes Analysis:** Progress made towards the achievement of 21<sup>st</sup> CCLC grant objectives will be tracked during the grant year and reported by EduMatrix at the grant required reporting time points, including mid-year (formative) and end-of-year (summative). Collected quantitative and qualitative data will be analyzed, compared to data collection grant requirements, and reported accordingly. Analyzed data will answer the following outcome evaluation questions and help measure program effectiveness and impact.

Outcome Evaluation Questions	Data Collection Methods
Did the 21 <sup>st</sup> CCLC program efforts to address Literacy and English Language Arts (ELA) and Science, Technology, Engineering and Math (STEM), result in positive outcomes for program participants?	Program participant data, analysis of student ELA and STEM assessment data and report card grades, program observations, analysis of lesson plans, collection of program schedules; semi-structured interviews with program staff
Did the 21 <sup>st</sup> CCLC program efforts to address College and Career Readiness, Dropout Prevention (if needed), and Personal Enrichment Activities result in positive outcomes for program participants?	Program participant data, analysis of student data and grades related to College and Career Readiness, Dropout Prevention (if needed), and Personal Enrichment, review of curriculum used, program observations, collection of program and testing schedules; semi-structures interviews with program staff
Did the 21 <sup>st</sup> CCLC program efforts to address Project Based Learning (PBL) result in positive outcomes for program participants?	Program participant data, review of PBL plans and actual PBL projects, program observations
Did the 21 <sup>st</sup> CCLC program efforts to address Adult Family Member Performance result in positive outcomes for adult participants?	Adult family member participant and performance data, review of plan to address Adult Family Member objective(s)

**Implementation Analysis:** EduMatrix will conduct an implementation analysis for the purpose of continuous program improvement. Student recruitment strategies, program activities, student

retention, participation, program operational plans and sustainability are all factors that are considered during the implementation analysis. This analysis will seek to answer the following questions: (1) How did the 21<sup>st</sup> CCLC program Advisory Board contribute to the program? What factors contributed to program success? (2) How was the 21<sup>st</sup> CCLC program curriculum and/or activities chosen? How were they modified to meet the needs of the program throughout the year? What was the progress monitoring system for program activities? (3) Did struggling participants receive additional services or more targeted services based on their needs? What were those services? (4) What was the leadership structure for the 21<sup>st</sup> CCLC program implementation? What were the positive and negative impacts of this structure? (5) How was student attendance and participation monitored in the 21<sup>st</sup> CCLC program? How did the program address and monitor irregular attendance and less than average participation (i.e. students leaving the program early on a regular basis or using the program as a drop-in service)? How did this impact program Average Daily Attendance (ADA) overall? (6) How did the program plan to address sustainability?

Evaluation Plan Chart: EduMatrix will adhere to the following prescribed evaluation plan which includes grant objective focus areas, the target group, data sources, data analysis, timing and reporting details.

Grant Objective Focus Area	Target Group	Data Source	Data Analysis	Timing	Reporting
English Language Arts, Mathematics, and Science (Report Card, FSA and FCAT 2.0 measures)	21 <sup>st</sup> CCLC site(s)	Report Card Data, FSA scores in Reading and Math, FCAT 2.0 Science scores (for applicable grades)	Test statistics; significance tests; correlations; standard deviation; inductive and deductive analysis	Data collected and analyzed for Quarters 1, 2 and 4; Mid-year data analysis for Quarters 1 and 2; End-of-year data analysis for Quarters 1 and 4; prior academic year versus current	Data results disaggregated as follows: - # of days for attendance (1-29, 30-59, 60-89, 90+) - Enrollment (school year and summer) by age, gender, ethnicity, grade level, school, F/R lunch status - Program academic activities

				academic year analysis	
Personal Enrichment Objectives	21 <sup>st</sup> CCLC site(s)	Objective Assessment Data for each Personal Enrichment objective	Test statistics; significance tests; correlations; standard deviation; inductive and deductive analysis	Data collected and analyzed for pre, mid and post assessments (beginning, middle, and end-of-year respectively)	Data results disaggregated as follows: - # of days for attendance (1-29, 30-59, 60-89, 90+) - Enrollment (school year and summer) by age, gender, ethnicity, grade level, school, F/R lunch status - Program enrichment activities
Family Member Performance Objective(s)	21 <sup>st</sup> CCLC site(s)	Objective Assessment Data for the objective(s)	Test statistics; significance tests; correlations; standard deviation; inductive and deductive analysis	Data collected and analyzed for pre and post assessment measures (beginning and end-of-year); Mid year progress monitoring data collected and analyzed	Data results disaggregated as follows: - # of family member activities/workshops offered and attended - Description of family member offerings - Frequency of attendance - # of family members that took the assessments

**5.4 Applicant's Experience and Capacity**

The Boys & Girls Club of Highlands County (the Club) is a 17 year-old nonprofit, community-based organization that serves over 300 youth annually through after-school and summer youth development programs in the cities of Avon Park, Florida, and Sebring, Florida. The mission of the Club is, "to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens." The Club has extensive experience providing age appropriate services and activities for low-income, underserved, special-needs, and underrepresented at-risk youth between the ages of 5-18. The children served by Club are among the most at-risk students in our community. The current Club membership is comprised of 81% African-American, 11% Hispanic, and 8% Caucasian. The majority of the members (83%) live in single family homes, with the female parent as the sole provider. Ninety-six percent of the members are eligible for the free and reduced lunch



program. The Club focuses on three outcomes – academic achievement, healthy lifestyles, and good character and citizenship. Of the 300 members served last year, 94% were promoted to the next grade level. As a chartered member of the Boys & Girls Clubs of America, the individual progress of members is systematically tracked in academic, behavioral, and social areas. The current priority outcomes and indicators used to measure the organization's success show that 87% of the members believe the Club helps them make responsible choices and resist negative behaviors. The Club has demonstrated its capacity to implement activities for the proposed **Operation HELP 21<sup>st</sup> CCLC** and continues to experience success in meeting all goals, objectives, and outcome-based indicators in previously awarded grants, including:

- The 21st Century CCLC Grant FY 2013 @ \$500,000 (2009 – 2014)
- Office of Justice Programs Federal Grant FY2014-15 @ (\$27,000 (started in 2010)
- Ounce of Prevention Federal Grant FY2014-15 @ \$125,000 (started January 2012)
- Florida Alliance of Boys & Girls Clubs Pass Through Federal Grant FY2014-15 @ \$101,000 (annual grant; started in 2004 )
- United Way of Central Florida – funding for Project Learn FY2014 @ \$11,500 (started in 2012)

#### **Previous 21st CCLC Program Implementation Success**

The Club, in conjunction with the Highlands County School Board (the District), received and successfully implemented a five-year 21<sup>st</sup> Century Community Learning Centers Grant in 2009, which funded the Club's after-school remedial and enrichment programs, along with programs for four middle schools. All programs were monitored and evaluated annually by the Florida Department of Education. The primary partners in this application have a wealth of experience and success in providing out-of-school services. The success of the Club's program has been well documented at the local and state levels in a variety of studies. Letters of commitment provided by the principals of the schools served by this program reinforce the

history of successfully serving students and their families. Statistical data from surveys administered revealed that 85% of Club members enrolled in the program participated on a regular basis and 98% of them indicated satisfaction with the 21st CCLC program, noting improvements in completing assignments, turning in homework, and participating in class activities. Students displayed heightened self-esteem, exhibited more confidence in their abilities, made new friends, and improved academic success. In addition, 89% of the teacher surveys indicated that an average of 92% of the students improved in turning in homework, participating in class activities, and overall academic performance. Parental survey responses indicated that 90% of parents felt the program helped children improve in reading, math, behavior, and in completing and turning in homework. The District has served as the fiscal agent for the 2009 21<sup>st</sup> CCLC grant and several other federal, state, and local projects for many years. The District has various departments and personnel in place that meet or exceed grant requirements from previous years. The district provides complete disclosure of all grant finances, provides accounting records of how and when grant funds are used, and maintains all documentation of expenses for the grant, including invoices, and other related expenses.

### **5.5 Partnerships, Collaboration & Sustainability**

5.5.a Community Notice: The Club notified the community of its intentions to pursue the 21<sup>st</sup> CCLC grant through the Club's website, the school district's website, email blasts to community agencies and organizations, and written notification for parents of current Club members. In addition, the Club's Executive Director shared information through speaking engagements with civic groups, community agencies, and faith-based organizations. If awarded, the community will be notified through the same aforementioned communication methods and program applications will be made available at the school district office, the four target schools, and the Club locations. Target schools will make announcements to the students about the program applications and will notify parents by passing out flyers in the parent pick-up lines after school. When the Award Notification DOE200 is received, the notice to students, parents and

community members about the program application will be communicated the next business day since the program will have to begin within 30 days of receiving the award.

5.5.b Collaboration with Private Schools: All-private schools in the targeted service areas were personally contacted regarding the intent to pursue the grant, but there is no current interest expressed in collaborating with the Club in this effort. In the future, the Club would welcome any private school students and their teachers benefit from all program offerings including academic, enrichment and adult family member services. If awarded, the program will contact private schools again within 30 days of receiving the award to notify them of the award and invite the schools to participate in the program and/or collaborate so that the private school receives equitable services.

5.5.c Partnerships: The Club has established partnerships with the targeted schools, Harborside Community Bank, the Highlands County Public Library, Healthy Families Highlands, Champion for Children Advocacy Center, the Highlands County Sheriff's Department, and the Kiwanis Club will assist the Club in meeting the identified needs of the program and the students' adult family members. Faith-based partners, including First United Methodist Church and Faith Pentecostal Church, have committed to providing assistance family counseling for adults. The Champion for Children Advocacy Center offers abuse prevention, parenting classes, and child protection education and the Sheriff's Department provides prevention programs (i.e., drugs, bullying, gangs) for students and parents to assist in minimizing the presence of these issues in the schools and community. These programs also helps to enhance self-esteem, develops skills in risk-assessment, decision making, and conflict resolution. The Healthy Families Highlands program equips parents and other caregivers with the knowledge and skills needed to create safe and stable home environments so their children can grow up healthy, safe, nurtured, and ready to succeed in school and in life. The Rotary Club and Kiwanis Club of Highlands County both make financial contributions to assist the Club in purchasing materials and supplies for implementing various educational programs

and Harborside Community Bank works collaboratively with the Club in many ways. They have indicated a willingness to provide training for parents to enhance financial literacy. Bank staff will also assist in providing parents consumer credit counseling services.

5.5.d Collaboration with the Regular School Day: The Club consulted with the target schools to discuss how the programs will be implemented, as well as other aspects of the program. The Club will work in collaboration with each target school and use their academic curriculum maps, pacing guides, and focus calendars to ensure that teachers are reinforcing the school day academic standards during homework help and academic activities. Each Operation HELP 21<sup>st</sup> CCLC program site will have a lead teacher, who will communicate with regular classroom teachers through e-mails and phone calls. This regular communication will be meticulously documented. A standing meeting will also take place once per quarter between the 21<sup>st</sup> CCLC program director and/or site coordinators and designated target school personnel to discuss student data, targeted standards, and other relevant information. The Club will use this information each quarter to best help the program participants in academic and enrichment activities, and ensure that there is a direct connection between the regular school day and the Club. Each student's strengths, weaknesses, and progress will be discussed and adjustments made to ensure that each student's needs are being addressed in the 21st CCLC program. Student records (i.e., test results, report cards, discipline records, attendance records) will be collected through the district's MIS Office so that the Club can use this information to guide instruction. Appropriate documentation will be provided by parents for the release of students' records. The Club will continue to reach out to private schools once per quarter to invite their teachers and students to take part in the program's services.

5.5.e Sustainability: While the District is the fiscal agent, the Club will secure adequate funds to replace the decrease in funding in subsequent years. All partners have committed to working towards securing continuation funds for their respective components by the end of the grant period. Anticipated reduction in the 21st CCLC budget for years three, four,

and five may total approximately \$61,400 annually. Partner commitments for in-kind and cash contributions will total approximately \$101,000 annually which will sustain the program offerings. The Club will establish a 21<sup>st</sup> CCLC Advisory Council comprised of ten members, including two parents, one teacher, personnel from target schools, and representatives from local businesses, civic organizations, and community agencies. Council meetings will be scheduled a minimum of two times per year. The goal of the Council is to carry out a Sustainability Plan by actively supporting the program, developing additional partnerships, creating community connections, coordinating efforts to bring in community speakers for the students, and engaging in other activities to support the Club and its members.

## **5.6 Program Plan**

**5.6.a Target Students:** The Club's two sites will function as a 21<sup>st</sup> Century Community Learning Center, serving K-5 students and from four Title I Elementary Schools: Fred Wild, Woodlawn, Memorial, and Avon Elementary Schools. Sebring Boys & Girls Club, located at 111 North Martin Luther King Boulevard, Sebring, Florida will serve as one site and Avon Park Boys & Girls Club, located at 217 Gwen Hill Street, Avon Park, Florida will serve as the second site. The 21<sup>st</sup> CCLC **Operation HELP** Program will serve a minimum of 55 students at each of the sites during the school year, as well as during the summer and will operate as follows:

### **Boys and Girls Club – Sebring Branch**

- After School: 55 students (K-5), 5 days per week (Monday – Friday), 3.5 hours per day (2:30 pm to 6:30 pm), 17.5 hours per week, 176 days
- Summer: 55 students (Grades K-5), 5 days per week (Monday – Friday), 5 hours per day (8:00 am to 12:00 pm), 20 hours per week, 32 days

### **Boys and Girls Club – Avon Park Branch**

- After School: 55 students (K-5), 5 days per week (Monday – Friday), 3.5 hours per day (2:30 pm to 6:00 pm), 17.5 hours per week, 176 days

- Summer: 55 students (Grades K-5), 5 days per week (Monday – Friday), 4 hours per day (8:00 am to 12:00 pm), 20 hours per week, 32 days

Participating students (110 total) will be identified by school staff on the basis of various risk factors, including low academic performance, behavioral referrals, teacher referrals, and eligibility for free and reduced meals. Fred Wild Elementary has 91.4% eligible students for free and reduced lunch, Memorial Elementary and Avon Elementary have 86.7% eligible, and Woodlawn Elementary has 80.1% eligible. (Source: 2015 Economic Survey, Highlands County School Board MIS Office) These students, including risk factors, were described in the needs assessment. Due to their Title I status, they would greatly benefit from the program.

**5.6.b Recruitment and Retention:** Students selected to participate in the 21st CCLC **Operation HELP** program are identified by teachers, parents, and administrators based on various factors, including academic performance, to ensure that those with the greatest needs are served. Students who are currently Club members and who meet the eligibility requirements will be recruited to participate in the proposed program. Students are selected for the program based upon the school that they currently attend (target school or private school), eligibility for free and/or reduced price meals; low academic performance measures (i.e., FCAT Level 1 or 2, low report card grades); and teacher, parent, or administrative referral. Adult family members for each student will be recruited to be a part of the program, as well, as soon as they sign up their child(ren). As a retention strategy, the Club will systematically conduct formal and informal surveys four times a year to ensure that students' needs are being met. Survey results will be analyzed and utilized to determine the need for any program adjustments. There will also be an attendance policy enforced that requires students to attend regularly if they sign up for the program since this program will not serve as a drop-in service. Parents will be informed of this policy. At each program site there will also be an "Early Sign Out" sheet that parents will have to sign each day that they pick their children up early from the program. These daily sheets will

be collected and tallied. After three times, the parent will receive a letter that states the attendance and early sign out policy. If the same behavior continues, then the student will be in jeopardy of being replaced with another student on the waiting list that is able to meet the attendance requirements.

5.6.c Student Program Activities: The Club will provide several beneficial programs to meet the educational and personal enrichment needs of the students and adult family members.

### **EDUCATIONAL PROGRAMS**

#### **The Power Hour Homework Program**

The National Partnership for Quality Afterschool Learning stated, "Most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments."<sup>11</sup> The Power Hour Homework Program requires each Club member to participate in at least one-half hour of homework assistance on Monday through Thursday, with certified teacher assistance. Power Hour helps drive positive outcomes for youth in the area of academic success by extending learning beyond the school day. It offers a structured time for Club staff and volunteers to help members complete their homework – and start each school day better prepared and with a sense of confidence and competence. Members earn Power Points that they can redeem for incentive prizes and special privileges. In addition, Power Hour offers small-group or one-on-one tutoring assistance for members identified as needing additional help with specific subjects or skills. This program will help students learn more about the Florida Standards and will meet the specific academic needs of each student.

#### **Tutorial/Remedial Program**

Club staff will address the remedial needs of students in Reading, English Language Arts, Writing and Math by re-teaching academic concepts taught during the school day. Club staff will focus on the skills and concepts indicated in each student's individual Student Learning

Plan (SLP), which is developed jointly by the regular classroom teacher and the 21<sup>st</sup> CCLC program lead teacher. Differentiated learning strategies will be referenced to ensure that the learning styles of all students are included. All academic activities coincide with the district's curriculum map so that content standards and strands can be explicitly reviewed. Certified teachers and trained program aides will provide tutoring activities at both sites. Club staff will incorporate activities from Smart Tutor Education Programs. Smart Tutor's primary goal is to research, develop, and deliver effective, interactive online reading and math instruction that helps children improve their knowledge and their grades. An assessment test places every child into their own, personalized learning program, tailored to his or her specific areas of need. The program is designed with the belief that every student can reach his or her full potential, meet and surpass grade-level expectations, and develop a mathematical brain and a love for literature with quality instruction at his or her appropriate level (Source:

<http://www.smarttutor.com/k-5-education-program/company/>)

### **Reading and Literacy Club**

The Club will also establish a Reading and Literacy Club, with all students becoming members automatically upon registering for the **Operation HELP** 21<sup>st</sup> CCLC program. Club staff and staff from the Highlands County Public Library will work with students to develop the Reading and Literacy Club (RLC). A major component of the RLC is providing an opportunity for students to read books together and assemble informally to discuss books that they have all read. The operational guidelines for the RLC will be developed collaboratively with input from RLC members. Students will also participate in English/Language Arts lessons and activities, focusing on grammar, punctuation, fluency, and other skills identified by classroom teachers. These activities will be incorporated into the RLC. Adult family members will be asked to support the RLC by reading with their child(ren) and using reading logs for documentation.

**Science, Technology, Engineering, and Math (STEM) Project Based Learning (PBL)**



During the STEM project based learning sessions, students will be engaged in rigorous hands-on learning activities led by certified teachers while completing a project that will explicitly cover Science, Technology, Engineering, and Math. Project based learning is described as a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. To creatively involve students in the STEM/PBL activities, the Club will utilize MindWorks Resources, an excellent educational program with hands-on, interactive, educational materials that engage students in multi-sensory learning experiences. MindWorks curriculum includes seven theme-based units that engages students as they learn. Each unit is developed as a six-week module, fostering critical thinking, creativity, and problem-solving through hands-on activities. All projects created by use of this curriculum will be displayed for parents/guardians to see at each site.

### **PERSONAL ENRICHMENT PROGRAMS**

The Club will offer several personal enrichment programs for students. These programs are designed to engage Club members in self-improvement activities, focusing on health, nutrition, social skills, problem solving and self-esteem.

#### **Triple Play**

Obesity is a serious health concern affecting children and adolescents at staggering rates. Today, one-third of American schoolchildren are overweight or obese; in 1960, only four percent of children were obese. African-American girls and Latino girls and boys are disproportionately affected. Overweight adolescents also have a 70 percent increased risk of becoming overweight or obese adults.<sup>iii</sup> Although many youth participate to some degree in sports and fitness activities, they are not always physically fit – and they often lack the basic knowledge they need to make positive food choices. The Boys and Girls Club of America developed the **Triple Play** program in collaboration with the U.S. Department of Health & Human Services. This program demonstrates how eating smart, keeping fit, and forming

positive relationships add up to a healthy lifestyle. Organized social recreation activities strengthen character, increase confidence, and enhance the ability to relate well to others.

### **Project Learn and Student Mentoring**

The Project Learn program was developed to engage young people in learning, encourage them to succeed in school, and help them become lifelong learners. This program helps drive positive outcomes for youth in academic success by allowing participating youth to receive individualized, structured learning experiences and develop an improved attitude toward learning in the school and Club. Over a three-year period, a national evaluation of Project Learn showed statistically significant grade improvements and an increase in attendance rates for program participants. Project Learn has been recognized as model evidence-based program by the federal Office of Juvenile Justice and Delinquency Prevention. In conjunction with Project Learn, student mentors will be recruited through the 21<sup>st</sup> CCLC Advisory Council and local civic organizations. Student mentoring will be offered for students upon request and approval of parents. Club staff may recommend students for the mentoring program to the site coordinators. However, parental approval will always be required. The mentor provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Site Coordinators, along with the program director and Advisory Council, will recruit adults, either from local schools or from the community, who, upon clearing a proper background check, will become a volunteer mentor at a specific site. Each mentor will work with at least one student, meeting with that student at least once per week during the school year to encourage the student to succeed and serve as an advocate for that student.

### **Junior Achievement (JA) Program**

The Junior Achievement Program focuses on exploring well-known businesses, their origins, and the traits common to entrepreneurs who started the businesses. Students solve problems by weighing risks and potential rewards. Program concepts incorporate numerous topics, including advertising, business fundamentals, capital resources, entrepreneur

characteristics, expense, finance tracking, human resources, inventory, profit, loss, manufacturing, risk, and supply. Students will identify a problem or need, brainstorm a product idea that addresses the issue, design the product, create a prototype, develop a presentation to sell the product, and present the product to potential investors. Participation in this project based learning activity will increase knowledge and improve grades in reading, math, and science. (Source: <http://www.iacentralfl.org/>) The JA program has demonstrated success nationwide.

**The Daily Activities**

Program activities provided during the school year will begin with snacks daily as Club staff record attendance. Students will then transition to homework activities for 30 minutes per day, Monday through Thursday, working with assigned staff for assistance. Tutorial sessions will be provided for a minimum of 15 minutes daily to assist students needing remediation, as indicated on the SLPs. Students will then have an opportunity to participate in the Reading and Literacy Club for 30 minutes daily. Students will then transition to the STEM/PBL session, working on their respective projects for 60 minutes Monday through Thursday, and 75 minutes on Friday. Students will also participate in personal enrichment activities for 60 minutes on Monday through Thursday, and 75 minutes on Friday. Summer activities will be held four days per week, four hours per day, Monday through Thursday. The day will begin with a 30-minute block for breakfast and student sign-in. Students will then transition to Reading and Literacy Club activities for 60 minutes daily. Personal enrichment activities will be provided for 60 minutes, focusing on areas assigned by staff. Students will then have an opportunity to participate in the STEM/PBL activities for 60 minutes daily, facilitated by Club staff. The final activity of the day will be a different personal enrichment activity for 30 minutes.

**DAILY SCHEDULE FOR THE AFTER SCHOOL OPERATION HELP PROGRAM**

ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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<b>Snack/Student Sign- In</b>	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
<b>Power Hour Program/Homework Help</b>	30 Minutes	30 Minutes	30 Minutes	30 Minutes	—
<b>Tutoring Program (Remediation)</b>	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
<b>Reading and Literacy Club (English/Language Arts)</b>	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
<b>Science, Technology, Engineering, Math (STEM) Project Based Learning Activities</b>	60 Minutes	60 Minutes	60 Minutes	60 Minutes	75 Minutes
<b>Personal Enrichment Program: Triple Play, Project Learn, Junior Achievement Program</b>	60 Minutes	60 Minutes	60 Minutes	60 Minutes	75 Minutes

**DAILY SCHEDULE FOR SUMMER OPERATION HELP PROGRAM**

<b>Breakfast/ Student Sign-in</b>	30 Minutes 8:00-8:30AM	30 Minutes 8:00-8:30AM	30 Minutes 8:00-8:30AM	30 Minutes 8:00-8:30AM	—
<b>Reading &amp; Literacy Club (English/Language Arts)</b>	60 Minutes 8:30-9:30	60 Minutes 8:30-9:30	60 Minutes 8:30-9:30	60 Minutes 8:30-9:30	—
<b>Personal Enrichment Program: Triple Play, Project Learn, Junior Achievement Program</b>	60 Minutes 9:30-10:30	60 Minutes 9:30-10:30	60 Minutes 9:30-10:30	60 Minutes 9:30-10:30	—
<b>STEM PBL/Service Learning Project</b>	60 Minutes 10:30-11:30	60 Minutes 10:30-11:30	60 Minutes 10:30-11:30	60 Minutes 10:30-11:30	—
<b>Personal Enrichment Program: Triple Play,</b>	30 Minutes 11:30-12:00	30 Minutes 11:30-12:00	30 Minutes 11:30-12:00	30 Minutes 11:30-12:00	—

<b>Project Learn, Junior Achievement Program</b>					
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#### **5.6.d Adult Family Member Program Activities**

The Club has substantial experience in providing programs for parents and adult family members and will continue to provide such programs through the proposed **Operation HELP** 21st CCLC. As identified in the needs assessment data, parents expressed a desire for training in financial literacy, help with providing homework assistance, improving their reading skills, learning basic computer skills, and improving parenting skills. The family activities for **Operation HELP** will begin with a 21st CCLC Parent's Night Kick-Off, with the program goals and objectives being presented by Club staff. The lead teacher and event facilitators will provide some activities for students and family members to learn valuable skills together, with common themes, including homework tips and family literacy. Other activities for families will include a brief overview of financial literacy, improving reading skills, parental involvement in the education of their children, and family literacy, as an introduction to workshops planned for the school year. Prior to the end of the Kick-Off event, parents will be asked to complete surveys regarding immediate needs of the parents or family members. They will also have opportunities to meet with Club staff privately, if desired, to discuss personal private matters. Materials will be provided in English and Spanish to ensure that all parents understand the information presented. If requested, community language facilitators will be made available to promote interaction with family members. There will be six 1-hr family literacy program workshops/training sessions offered during the school year. Parents will also be offered opportunities to participate in training sessions to increase basic computer skills, improve financial literacy, increase reading skills, improve parenting skills, assist with homework, and enhance understanding of child development. Parent and Child Together Time (PACT) will be implemented, providing a special time for interaction between adult family members and Club

members to promote literacy and language development. The Club will also employ the **Family PLUS** program. **Family PLUS** is designed to guide personal and social competencies of parents and caregivers that promote the healthy development of children and a positive strategy for the Club to integrate family strengthening activities into the overall program.

#### **5.6.e Staffing Plan and Professional Development**

The Club currently has some staff in place to begin implementation of the 21<sup>st</sup> CCLC **Operation HELP** Program. Recruitment strategies for additional staff will include posting jobs online and advertising open positions at each of the target schools. All 21<sup>st</sup> CCLC will be fully trained to carry out their job responsibilities by the Club leadership. The staffing plan for program implementation for each site includes one site coordinator, one certified lead teacher, three certified classroom teachers, and three program aides. One program director will oversee the two sites and will work with the District departments (i.e., purchasing, finance, transportation, MIS, curriculum, staff development) to ensure the smooth operation of the program. At least one staff member at each site will be cardiopulmonary resuscitation (CPR) and first aid certified. The site coordinators are responsible for the daily operations of their respective sites. They will also be responsible for all site data collection and maintenance of attendance and assessment data specifically. The Lead Teacher will work with the district staff development and curriculum departments to solicit assistance in providing professional development activities, which will be offered on a regular basis throughout the year. The program director and both site coordinators will attend the After School Kick-Off Conference on August 6 -7, 2015, hosted by the Florida After-School Alliance in Orlando, Florida. This conference will provide an opportunity for staff to network with other 21<sup>st</sup> CCLC participants while learning the requirements of the grant. Information gathered by conference attendees will be shared with all Club staff during a full-day training session designed for staff of both sites. Training manuals will be developed and disseminated to each Club staff member and will include

guidance and directions for the successful implementation of the proposed **Operation HELP 21<sup>st</sup> CCLC** program. Training materials will include the Afterschool Training Toolkit developed by the National Center for Quality Afterschool which focuses on homework assistance and literacy. (Source: <http://www.sedl.org/afterschool/toolkits/>)

#### **5.6.f Program Sites**

The Sebring Boys and Girls Club (SBGC), located at 111 North Martin Luther King Boulevard, Sebring, Florida, consists of one building of 4,000 square feet, with a basketball court, tennis court, and playground equipment. It is situated on one acre of land with a 6-foot fence. The building includes a kitchen, two restrooms, a computer lab, three classrooms, a large multi-purpose room, and an office. The site is within two miles of the two targeted schools, Woodlawn Elementary and Fred Wild Elementary. The building has been evaluated by the local Fire Department for safety and has passed all inspections. SBGC is located in the Washington Heights community, a high-poverty, high crime neighborhood.

The Avon Park Boys and Girls Club (APBGC), located at 217 Gwen Hill Street, Avon Park, Florida, sits on 4.9 acres with a 6-foot fence. It consists of two portable classrooms, totaling 1600 square feet, with a basketball court, soccer field, track, football field, and three pavilions for feeding up to 75 children. The two portables are connected by a 1000 square foot deck, used for various programming activities. The site includes two restrooms, a library, computer lab, and open office space and is within 2.5 miles of the two targeted schools, Avon Elementary and Memorial Elementary. The building has passed all safety inspections conducted by the local Fire Department. APBGC is located in a low income neighborhood.

#### **5.6.g Safety and Student Transportation**

The 21<sup>st</sup> CCLC **Operation HELP** Program will operate under the Boys and Girls Clubs of America (BGCA) national standards of safety. All volunteers and employees will undergo level 2 criminal background screenings, in compliance with Florida Statute 1012.32. All employees will complete the Club's application process, which includes a drug screening, formal interview,

reference checks, and criminal history background check through the Florida Department of Law Enforcement. The Club has an extensive Emergency Operations Plan (EOP) that is specific to all of the club sites. All employees are trained on the EOP procedures. The required employee orientation is an extensive training that is thorough and encompasses accident, lock down, natural disaster, and emergency response procedures. Fire and tornado drills are conducted quarterly and CPR/First Aid certified staff are always on-site. All program staff must complete 30 hours of training annually, including sessions regarding effective, positive group management and implementation of Club Programs. Both Club sites have passed all safety inspections conducted by the Highlands County Building Department and health inspections conducted by The Florida Department of Health. The four targeted schools are located within 10 miles of the respective Club providing the services. The Club is collaborating with the District to provide transportation for students in kindergarten through fifth grades from the school sites to the two Club sites via regular District school buses using District bus drivers. A *Membership Tracking System* that is utilized at both sites ensures the safety of each student upon entering and leaving the Club sites. Identification will be required and parent/guardian must indicate approval by telephone or written notification if someone other than the usual adult is to pick up a Club member. Before a child is allowed to leave the Club by walking home, parental consent must be given.

#### **5.6.h Dissemination Plan**

Methods and strategies to disseminate and share information about the proposed project will occur in a variety of ways. The project director will systematically present status reports regarding **Operation HELP 21<sup>st</sup> CCLC** grant to the Sebring City Council and Highlands County School Board. Other methods of dissemination will include the use of newsletter placed at community institutions, such as banks, schools, and churches. In addition, periodic news articles about the program will appear in the local newspaper, *The News-Sun*. The Club currently provides a website at [www.highlandsbgc.com](http://www.highlandsbgc.com), posting Club programs, activities, and



general information. However, the Club is updating its website, with plans to develop a separate **Operation HELP 21<sup>st</sup> CCLC** website that is linked to the Club's official website. The Club has established a partnership with ZORAD Consultative Services, LLC, to develop and update the website on a monthly basis during the project period. This site will be devoted to reporting ongoing progress on the status of the proposed goals and objectives for the **Operation HELP 21<sup>st</sup> CCLC** program. It will also include services, events, and activities, with a link to products created by students through the entrepreneurial program as well as the Project Based Learning activities. Club staff recognize that many of the families do not have computer accessibility at home. Therefore, the Club will provide a designated computer for parent use to access the **Operation HELP 21<sup>st</sup> CCLC** website to view projects completed by their children.

#### References

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<sup>i</sup> National Center for Educational Statistics, "NAEP 2009 Reading Report Card for the Nation and States," (Washington, D.C.: U.S. Department of Education, Office of Education Research and Improvement, 2009).

<sup>ii</sup> *Homework Help in Afterschool Programs: Literature Review* (Austin, Texas: National Partnership for Quality Afterschool Learning, Southwest Educational Development Laboratory, 2008) 5-7, [www.sedl.org](http://www.sedl.org).

<sup>iii</sup> "Childhood Obesity." U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation. Available online: [http://aspe.hhs.gov/health/reports/child\\_obesity/](http://aspe.hhs.gov/health/reports/child_obesity/), Accessed July 26, 2012.