**5.1 Project Summary**

The Taylor County School District and the Boys & Girls Club of Taylor County, hereafter referred to as TCSD and BGTC, are combining efforts and resources to create a robust 21st CCLC program. The 21st CCLC program seeks to provide academic and personal enrichment to students through hands on project based learning activities. 21st CCLC also provides family services to assist students and their family members.

The targeted schools include Perry Primary (K-2) at 400 North Clark Street in Perry, Florida; Steinhatchee School (K-5) at 1209 1st Avenue S.E in Steinhatchee, Florida; Taylor County Elementary School (3-5) at 1600 E. Green Street in Perry, Florida. All three schools are Title I schools (Florida Department of Education 2012-2013 Final Title I List).

**5.2 Continuing Improvement**

The 21st CCLC program did not start until December 2014; therefore, a formative evaluation was not completed per FLDOE guidance. The external evaluator did conduct site evaluation visits throughout the year and provided BGTC with Site Visit Evaluation written results after each visit for each site. The 21st CCLC program utilized the results and recommendations to improve the 21st CCLC program. The external evaluator recommended that the Site Coordinators should “…familiarize themselves with each of the grant objectives. These objectives should be printed and referenced on a regular basis to ensure that the program’s daily activities align with grant objectives.” The goal of the grant is to meet or exceed all grant objectives; therefore, grant objectives must be constantly referenced. In response to the evaluator’s recommendations, an objectives reference sheet was created and given to all staff members. Additional professional development on grant objectives has been developed to ensure staff is adequately trained on grant objectives. This training is now part of the required professional development.

The external evaluator also noted that some students were leaving prior to the end of the 21st CCLC program. Many measures have been made to improve attendance until the end of the day. The retention plan of students in the 21st CCLC program is a twofold process. First, when parents sign up their child for the program, they must agree that the child will attend the full duration of the program. Second, students are enticed to stay in the program through ongoing projects that the students desire to see to fruition. The structured academic and personal enrichment is designed to be fun and engaging for the students. In an effort to increase program attendance until the end of the day, the BGTC is partnering with outside agencies to offer additional extracurricular activities within the 21st CCLC program

**5.3 Program Evaluation**

5.3. a Evaluation Plan

Experience: D & C Education Company, LLC dba EduMatrix will be contracted to serve as the 21st Century Community Learning Center (CCLC) program external grant evaluator. EduMatrix specializes in 21st CCLC grant evaluation specifically, and currently evaluates other 21st 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 21st CCLC staff, parents/guardians, community and stakeholders via Advisory Board meetings, the 21st 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.

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| **Data Method** | **Qualitative or Quantitative** | **Source of Data** |
| 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 21st 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 21st 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.

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| **Outcome Evaluation Questions** | **Data Collection Methods** |
| Did the 21st 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 21st 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 21st 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 21st 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 21st CCLC program Advisory Board contribute to the program? What factors contributed to program success? **(2)** How was the 21st 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 21st CCLC program implementation? What were the positive and negative impacts of this structure? **(5)** How was student attendance and participation monitored in the 21st 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.

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| --- | --- | --- | --- | --- | --- |
| **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) | 21st 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 academic year analysis | 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 |
| Personal Enrichment, Dropout Prevention, College and Career Readiness Objectives | 21st 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) | 21st 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 anlayzed | 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 |

5.3. b Measurable Objectives and Assessments

Objectives are entered into the web-based system.

**5.4 Partnerships, Collaboration and Sustainability**

5.4. a Community Notice

Methods and strategies to disseminate and share information about the proposed project will occur in a variety of ways. The BGTC informed the community of the intent to submit an application to continue operating as a 21st CCLC. The public notice: “The Boys & Girls Club of Taylor County, in partnership with the Taylor County School District, is submitting an application to continue funding our 21st Century Community Learning Center through the Florida Department of Education. We are in the second year of a five year grant. This grant provides academic and personal enrichment for our students that enhance their educational outcomes. The grant application may be viewed at 918 North Washington Street Perry, FL. 32347.” This public notice was delivered through various means, such as, the 21st CCLC website, City of Perry public notice bulletin, community email list, and the BGTC Facebook Page. The local newspaper ran this public notice. Additionally, this notice was given to parents at target schools.

5.4. b 21st CCLC Advisory Board

The 21st CCLC Advisory Board has diverse representation including, students, parents, certified teachers, community partners, TCSD staff, and BGTC staff. Public notice is given and any member of the public is invited to be a part of the Advisory Board. The Advisory Board meets on a quarterly basis. The purpose of the Advisory Board is to monitor the 21st CCLC program and have input in the program’s direction. The Advisory Board will comprise of 21stCCLC parents, teachers from the targeted schools, community partners, and 21CCLC staff. The board function includes pooling Board Member resources for the 21st CCLC programs. Partnerships and collaborations will be discussed at meetings, as well as community involvement, recruiting local business leaders to do presentations for students, improving parental involvement through use of local resources. The board follows an open discussion format of the agenda and encourages diverse input to lead to board consensus. Minutes will be taken and maintained by the Program Manager.

5.4. c Collaboration with Private Schools

Taylor County has two active private schools; Point of Grace and Next Generation Christian Academy. Both schools participated in the community needs assessment and have student’s that attend the program. The Program Manager had a personal meeting with the Administrators of both schools in order to inform them of the 21st CCLC program and provide program information. The private schools are part of the community email list that distributes information about the 21st CCLC program. Additionally, the private schools are invited to participate in the 21st CCLC Advisory Board. All private schools students are welcomed and encouraged to participate in our 21st CCLC program. Teachers at private schools will be afforded the opportunity to participate in professional development offered through the 21st CCLC program.

5.4. d Partnership

The TCSB and BGTC operating 21st CCLC programs as a joint endeavor will offer greater stability and strength. The 21st CCLC programs will work as an opportunity to reinforce standards through practical hands on learning projects that will mirror the skills the children learn during their regular school day.

The BGTC has forged several partnerships to assist with implementation of programs that support the 21st CCLC goals and objectives. Our community partnerships are imperative for the sustainability and viability of our overall program. BGTC utilizes every opportunity to engage our donors and partners. All in kind donations are documented with an in-kind contribution form that tracks the kind of service, estimated value of the service, the hours/material donated, and who donated the service. The community partners assist in the overall sustainability of the BGTC. Taylor County recognizes our youth are our future and our most precious asset; therefore, one-fourth of our overall operations are received from local monetary donations (in spite of the high poverty rate) and in-kind contributions. The BGTC is relentless in forging partnerships because it equates to thousands of dollars in savings and it encourages community buy-in.

The Taylor County 4-H Extension provides embryology projects. The 4-H Garden Club provides horticulture and nutrition programs. The Taylor County Health Department has Student Working Against Tobacco programs. Taylor County Senior Center has a collaborative partnership to bring our youth and elderly together.

The BGTC partnered with the Florida Department of Children and Families (DCF) as an Automated Community Connection to Economic Self Sufficiency (ACCESS) provider. The BGTC has also partnered with North Florida Workforce as a Florida Ready to Work credentialing site. The BGTC has forged partnerships with all government agencies within our local community. The City of Perry donates man hours for repairs and maintenance of our facilities (the city owns the facility), including a new roof. The Taylor County Sheriff’s Office invested man hours to our building and lawn care. Capital City Bank financially supports and volunteers for projects, and provides assistance with financial literacy programs. The John R. Weed P.A. donates legal advice on an as needed basis saving the club thousands of dollars. First Baptist Church offers transportation from the BGTC to their Wednesday church services.

5.4. e Collaboration with the Regular School Day

21st CCLC Site Supervisors contact regular school day teachers through district emails and school visits to ensure continuity with the 21st CCLC program and the regular school day. The 21st CCLC curriculum specialist contacts targeted schools to create lesson plans that align with the needs of the regular school day. The TCSD and BGTC have collaborated to ensure that the youth of Taylor County receive a quality 21st CCLC afterschool program. Together, we offer a strong program with the effective use of resources. The TCSB and BGTC have a professional letter of agreement to collaborate and provide the 21st CCLC afterschool program to students that attend the targeted schools.

The TCSD curriculum specialist will provide the Project Director with the curriculum map to ensure that the 21st CCLC project Florida Standards that are used in the afterschool curriculum will mirror the standards of the regular school day. Every nine weeks, the Project Director will review the upcoming project plans to ensure that standards from the regular school day is reinforced through the project plans of the 21st CCLC program. The students will benefit from the different presentation methods between the regular school day methods and have an active hands-on method that will be utilized in the 21st CCLC after school programs. The TCSD will provide all necessary data to the Program Manager for data evaluation and to the external evaluator to evaluate the program. The targeted schools will recommend students for the 21st CCLC program based on the needs of the students.

5.4. f Sustainability

Local, state and federal resources are utilized to create our 21st CCLC program as a combined effort. As outlined in the community collaboration section, all local governments are involved in maintaining the 21st CCLC program. State resources are used to provide a Healthy Snack and the Florida Department of Juvenile Justice provides prevention programs and funding. Office of Justice Programs also provides prevention programs to our teens and program funding. United States Department of Agriculture provides breakfast and lunch throughout the summer program. The BGTC realizes the importance of funding diversity and the strong use of in kind services to maintain the 21st CCLC program as well as the viability of the BGTC. The BGTC is constantly reaching out for assistance and this has yielded excellent results for the effective use of all resources.

As students enter 6th grade and graduate from the 21st CCLC program, they will enter into the BGTC teen program that is tailored to retain and attract teens. This provides sustainability for the 21st CCLC program offerings. The teen program is funded by private contributions, United Way, Project Learn, Department of Juvenile Justice grants, and OJP. The teen program continues to offer homework assistance, learning activities, entrepreneur programs, service learning, technology programs, and tutoring to reinforce education. There are a plethora of fun and engaging prevention activities. The BGTC has a Prevention Coordinator that keeps a case file on every teenager in order to track their successes and risk factors. Prevention programs reinforce the skills that are taught in the 21st CCLC program.

The United Way of the Big Bend currently donates over $100,000 per year in support of BGTC youth programs. This demonstrates the community’s commitment to our youth and demonstrates our ability to sustain youth enrichment programs and services for years to come.

**5.5 Program Plan**

5.5. a Recruitment and Retention

The targeted schools will refer students into the 21st CCLC program that have been identified as high risk students. High risk is defined as students that are failing or academically struggling, truant, or having behavior problems. The BGTC always keeps spaces open for children that are referred by outside agencies. Refuge House is a Domestic Violence Shelter and any children referred by Refuge House are given one of the open spaces. Any child in foster care is offered a space in the program. High risk needs are always accommodated by the 21st CCLC programs. Potential students will be recruited through advertisement, flyers and other means of communication at the target schools.

The retention plan of students in the 21st CCLC program is a twofold process. First, the parents must sign up their child and agree that the child will attend the full duration of the program. Second, students are enticed to stay in the program through ongoing projects that the students desire to see to fruition. The structured academic and personal enrichment is designed to be fun and engaging for the students.. In an effort to increase program attendance until the end of the day, the BGTC is partnering with outside agencies to offer additional extracurricular activities within the 21st CCLC program. For example, BGTC will have its own Girl Scout Troop beginning in the summer of 2015. The Taylor Dance Workshop currently has a dance class two days per week at the BGTC. The BGTC is seeking to expand these types of partnerships for the 2015-16 grant year. This approach allows students to receive a more diverse range of activities within the program and it alleviates the need to leave the 21st CCLC program to seek extracurricular activities. A more diverse range of activities allows students to choose their enrichment activity within a particular area. For example, physical fitness may be achieved by dance team, soccer, or basketball. All physical fitness activities will be structured and organized, but students may choose their activity.

5.5. b Student Program Activities

Upon enrollment, all 21st CCLC youth will be assigned to a “Mission Control” group: Apollo, Columbia, Aquarius, Gemini, Endeavour, and Challenger. The Mission Control groups are generally grouped by grade, but sometimes by ability when appropriate. Each project/mission will engage a wide range of academic and personal enrichment activities and daily organized fitness. Each grade has age appropriate lesson plans to tailor the project to the level and academic standards of each grade. Each mission will complete a comprehensive project that answers a “mission question”. Within each mission, there are a plethora of hands on educational/personal enrichment activities that support the full range of 21st CCLC goals and objectives. The projects encompass various learning techniques and styles to accommodate different learning styles. Each child will spend one hour each day engaging in their project missions. The project missions will be created and overseen by a certified teacher. Paraprofessionals will assist the certified teacher with project implementation. Each child will spend one hour in organized fitness recreation activities. Each project will last approximately 9 weeks. Comprehensive evidence based curriculum is used in each mission control project to ensure effective outcomes.

All projects, including personal enrichment, support and align with the full range of academic Florida Standards. Every week, students will work on two projects simultaneously. One project focuses on the academic enrichment and the second project emphasizes personal enrichment. The academic project will be offered three days per week and each day will have a specific academic focus; for example, math on Monday, science on Wednesday, and reading on Thursday. The personal enrichment projects reinforce the full range of academics while it covers personal enrichment. Personal enrichment projects will be offered two days per week. In addition to homework help and tutoring, each child will spend one hour each day working on their missions engaging in their academic and personal enrichment, as well as, one full hour of daily fitness.

Each mission is led by its driving question that employs high level critical thinking, teamwork, collaboration, and curiosity. The students are encouraged to seek answers to the question and develop different responses.

LEGO Robotics & LEGO Education (supports objectives 1, 2, 3): Robotics education is supported by the President’s Council of Advisors on Science and Technology (PCAST) that has stated the national imperative to improve science, technology, engineering and math (STEM) education, which is essential to our country’s economic renewal as a world leader in scientific discovery and technological innovation. STEM education is supportive of Florida’s math and science standards, as well as, national math and science standards. Using LEGO robotics gives 21st CCLC students the opportunity to learn fundamental engineering and architectural principles, be introduced to fundamental and advanced robotic foundations, use math in programming, and use computer programming to design robotic manipulation.

Students were introduced to LEGO Robotics during the 2014-15 grant year. The LEGO Robotics knowledge base is cumulative and the 21st CCLC program intends to continue building on the knowledge base established in the previous year. The LEGO Robotics program is designed to allow for organic growth; however, it also accommodates students that enter the program at a later date by creating teams at various levels.

LEGO robotics starts with Simple Machines followed by WeDo for grades K-2. With Simple Machines students will design gears, levers, pulleys, wheels, axles, and more using specific LEGO manipulatives and brainstorm through teacher-led lessons. With Simple and Motorized Mechanisms students will build and explore machines and mechanisms, investigate motorized machines, calibrate and capture wind, and study gearing mechanisms. The WeDo extensions set will be added to the initial motorized sets so that students can build LEGO models featuring working motors and sensors, as well as program their models in early robotic movements. NXT Mindstorms are built by grades 3rd -5th build robotics. NXT Mindstorms require students to use STEM concepts to create and program a robot and manipulate its movements. These activities support the math/science initiative at the BGTC clubs where summative data will be collected based on students finishing the activities in a cooperative group setting. Lego robotics activities will be aligned to specific Florida Standards in math and/or science as determined by the certified teacher.

LEGO story starters and BuildToExpress programs support the reading objective. BuildToExpress is a process that focuses on developing academic, social, and cognitive skills. Students express their own ideas, and build upon their existing knowledge by listening to others and sharing their models. LEGO Education StoryStarter provides an inspiring way of meeting objectives in Reading/Literacy. Literacy skills: improving writing, language, and reading abilities. Communication skills: including speaking, listening, and presentation capabilities. Collaboration skills: enhances students’ ability to work in teams. Comprehension skills: enables students to compose new stories or analyze existing ones.

The Art/Culture LEGO architecture projects support objective. LEGO architecture is integrated into project plans from “around the world” created by the 21st CCLC curriculum specialist. The Sydney Opera House is the focus of a cultural study of Australia. The students are provided with a travel guide to Australia and a fact book about Australia. The students explore famous indigenous art, dance, culture, and architecture while they experience building the famous Sidney Opera House. The students learn about the local cuisine and prepare a simple Australian dish to share.

The SPARK After School (AS) Physical Activity Program is a research based physical activity program that supports objective. SPARK is designed to provide children and adolescents ages 5 and up with inclusive, highly active movement opportunities that foster social and motor development while maximizing time spent in MVPA (moderate to vigorous physical activity) and fitness pursuits. The SPARK will be part of the personal enrichment component that includes Presidential Youth Fitness Program assessments for pre mid and post-assessments. Students are transported to the 21st CCLC sites by school bus. Upon arrival, each student is signed into the program by a non-instructional staff member.

The afterschool day begins with a healthy afterschool snack and goes immediately into homework time. Each mission control group goes to their class/project room for homework. After homework each group is divided in half in order to accommodate the one in ten ratios for academic projects. Half of the group remains in the classroom to engage in their project while the other half of the group goes to organized recreation. During the next hour the groups exchange activities. The transition between activities occurs in the large open area in the Main Club. The Stingray Club transitions between portables and outdoor play area in the same manner. Students are always supervised and led through transitions to allow for expedient transition times. Academic and personal enrichment projects throughout the school year will last approximately nine weeks. The exact timeline of the projects will be somewhat contingent on the progression of the project and the level of interest in the project. The project missions will be created and overseen by a certified teacher and the teacher will be responsible for altering project timeframe on an as needed basis. Parents must sign their children out of the program at the end of the day.

5.5. c Adult Family Member Program Activities

The wellbeing of the student also encompasses the student’s adult family members. Our 21st CCLC program recognizes the importance of assisting the whole family to create a true holistic approach to assisting our students. The Needs Assessment conducted with the RFP noted: “Taylor County is an economically disadvantaged community that lacks opportunity. Many families in Taylor County are part of the working poor that need assistance to gain the economic advantage enjoyed by many. 31.6% of Taylor County individuals below the age of 18 are below the poverty level compared to 19.5% as a statewide average. The US Census Bureau states that 42.2% of Taylor County residents are below 200% of poverty level.” In response to the needs of the parents, the BGTC 21st CCLC Program seeks to provide families with a Family Advocate to further assist parents/guardians with their social service and academic needs. The Family Advocate will meet with the parent/guardians to assess their needs and create a case plan for referral to necessary social services and educational assistance. This service will last throughout the program year. The Family Advocate will also ensure that students with special needs have all proper accommodations to ensure success.

The BGTC 21st CCLC Program will have Family Events where parents will participate with their children in various activities. These activities allow parents to experience and learn about their child’s 21st CCLC activities. The BGTC will conduct a yearly survey in order to determine student and/or adult needs assessments. From these assessments the BGTC will use the information to plan family events to ensure that we meet the needs and wants of the parents/guardians. Meeting the needs of the parents is the adult participation strategy because we will provide services that they want and need; therefore, adult members should participate. There will be at least 6 parent social service events offered that meet the needs of the families. All staff, both paraprofessional staff and certified teachers, will conduct the activities, providing both support and information as needed. The BGTC will provide attendance logs and sign-in sheets to verify parent turnout.

5.5. d Staffing Plan and Professional Development

New and qualified staff will be recruited through the TCSD and Employ Florida. The TCSB’s professional development services will improve the knowledge of teachers and their use of effective instructional strategies, methods, and skills to improve teaching practices and student academic achievement. Professional development will be provided to 21st CCLC staff and is focused on targeted content areas and student subgroups that are not making adequate progress. The trainings will focus on achievement gaps and addresses subgroups that are not meeting Annual Measureable Objective targets. All student subgroups will be targeted in the professional development sessions, however special attention will be given to subgroups including Economically Disadvantaged, Students with Disabilities, and Minorities. The professional development that takes place will be ongoing throughout the year targeting all academic areas for 21st CCLC students and will be aimed at implementing core curricula with fidelity. Training strategies to enable teachers to understand and use assessment and progress monitoring data to improve classroom practices and increase student learning. Teachers will conduct a lesson study to determine root causes for lack of student success and to modify lessons to enable students to meet challenging achievement levels.

All staff have a Level II background check. BGTC has a high standard for staff that requires education and experience. All instructional staff are paraprofessionals or higher to ensure all aspects of the 21st CCLC program is followed with fidelity. Additionally, the BGTC has a high standard for ongoing professional development. Training for all employees is based on 21st CCLC program requirements, TCSD requirements, BGTC requirements, and individual needs.

The BGTC recognizes the importance of professional development; therefore, the BGTC created a formalized method that closely tracks professional development trainings for each employee. This method is to ensure all staff receives the required training within six months of employment. Each required employee training has a group sign in sheet and an individual has an individual sign in sheet that is placed within an individual employee training file. The Program Manager tracks professional development on a monthly basis and updates the professional development spreadsheet. The trainings are conducted by the Project Manager, Project Director, and Site Supervisors. Ongoing professional development is conducted on a monthly basis. The training spreadsheet includes every staff member, each required training and the date it was completed. This spreadsheet also ensures that new employees are trained within the first six months with the following required trainings, which are mandatory: New Staff Orientation, Review of Personnel Policies, 21st CCLC Overview, 21st CCLC Grant Objectives, Infectious Disease Control, Ethical Conduct, Sexual Harassment, Emergency Operation Plan, Accident Report, Abuse Reporting Guidelines and Procedures, Blood Borne Pathogens, HIV/AIDS, Civil Rights, Suicide Prevention, Bullying Prevention, Client Rights, American’s Disabilities Act, Confidentiality, Grievance Policies and Procedures, Incident Reporting, Core Program Areas, Program Basics, Prevention Programming, Positive Discipline, Youth Development Strategy, Targeted Outreach, Program Supervision. All staff must complete the following training sessions through The Boys & Girls Club of America’s Online Leadership University: Developmental Characteristics of Youth, Child Safety, Building Resiliency In Youth, Informal Guidance & Discipline, Orientation to the Outcome, and more. Trainings are often added to respond to the needs of the program, students and staff.

5.5. e Program Sites

The Main Center is located at 918 North Washington Street are in Perry, Florida. The Main Center has four buildings located on the premises along with a covered pavilion. The Clubhouse is a large two story building strictly for youth in grade sixth and up and it is not a 21st CCLC location. A brand new 6,000 square foot building is being erected and will be complete by August 2015. The City of Perry, the facility owner, is building a brand new building as an investment for the youth of the community. The new building will house the K-4th grade project rooms. The new facility will have five large classrooms and one large indoor open area. A separate 1,200 square foot building will serve as the 5th grade project room. A separate 2,800 square foot building will house the Fine Arts Center that has two large rooms. One room will be set up for performing arts and the other for art and culture.

The BGTC complex provides a safe environment for 21st CCLC students. The BGTC complex has fenced in basketball courts, volleyball, and regulation soccer/football goals. The outdoor area has four playground hoops and large oak trees that offer shade. Additionally, a large covered pavilion with picnic tables and a full kitchen. The separate kitchen serves as an additional safety measure. The new building is built to meet all current fire and safety codes.

The BGTC complex is located within walking distance, less than one mile, from the targeted schools. All 21st CCLC students are transported to the facility by school bus. The BGTC complex is located within blocks of the Taylor County Court House and serves as a centralized location for students and their family members.

The Stingray center is located at 1209 1st Avenue East in Steinhatchee, Florida within the physical confines of the Steinhatchee School. The Stingray Unit is comprised of three portables that have been recently renovated with new flooring and fresh paint. The Stingray unit has access to all the school amenities including a full gym and playground. The Stingray Unit is safely located within the school’s fenced in area.

5.5. f Safety and Student Transportation

The BGTC 21st CCLC Program will operate under the BGCA national standards of safety. All volunteers and employees undergo Level II criminal background screenings according to FL Statute 1012.32. Employees undergo a drug screening, interview, and reference checks. They must have the degree/certifications required for their respective jobs. The BGTC has an extensive Emergency Operations Plan (EOP) that is specific the club sites. Every employee is trained on the EOP procedures. Our required employee orientation is an extended 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 in the building. The BGTC 21st CCLC sites passed all safety inspections conducted by the Taylor County Building Department and health inspections conducted by The Florida Department of Health.

The BGTC 21st CCLC is located in close proximity to the targeted schools. TCSB provides transportation to students in grades K-5 who attend the Main Club. Transportation is provided in a school bus with a 21st CCLC program staff member on board to ensure child safety during student transportation. Since the Stingray club site is housed at the Steinhatchee School, no transportation is necessary to that site since the students are already on the school campus and they walk to the portables that are designated for the 21st CCLC program after school each day.

Safety is a top priority for the TCSD & BGTC; therefore, systems and procedures have been put in place to ensure safety precautions for all 21st CCLC students. Upon entering the clubs, students recite their assigned membership number to the staff member in charge of attendance who is seated at the entrance. The attendance staff member then enters the number into a program called Membership Tracking System. Upon leaving the club with a parent/guardian, a staff member enters the membership identification number of the member leaving the club. On the screen the staff selects the authorized adult who is picking up the student. Identification will be required if someone other than the usual adult picks up the student.

5.5. g Dissemination Plan

Methods and strategies to disseminate and share information about the proposed project will occur in a variety of ways. The Program Manager will present the Formative and Summative Evaluations to the three local governing bodies: the Perry City Council, the Taylor County Board of County Commissioners, and the Taylor County School Board. These local governing bodies will be publicly updated with the Summative and Formative reports. Currently the BGTC houses a web page at www.bgcperry.com where all clubs, programs, information about the organization, information reporting ongoing progress on 21st CCLC projects and progress toward the 21st CCLC goals and objectives is located. It will further include all scheduled services and will have a link to products created by students. The 21st CCLC website will be updated by the 10th of each month by the Program Manager.

The BGTC newsletter is distributed throughout the community and provides 21st CCLC information. BGTC often meets with local civic groups, such as the Rotary Club and Kiwanis, to inform the meeting attendees about our 21st CCLC program and get economic and volunteer support. Information is shared in the local newspapers – The Taco Times and the Perry News Herald.

Site Supervisors at both 21st CCLC club sites will meet at least monthly where they will talk and share information about the programs that they oversee. It is here that best practices can be shared and replicated between the club sites. The Program Manager will contact other Boys & Girls Clubs to request and share information concerning best practices.