

**5.1 PROJECT ABSTRACT.** Boys & Girls Clubs of Central Florida’s Walt Disney World Branch academic-year-only 21<sup>st</sup> CCLC serves 160 at-risk Orange County youth (K-5) attending D/F Title I elementary schools Mollie Ray, Ridgewood Park and Rolling Hills. Using Multi-Tiered System of Supports to address individualized student needs, activities target 3 key objectives—academic success, good character/citizenship, healthy lifestyles—to help students overcome barriers to education/employment, social/emotional challenges and health issues. 21<sup>st</sup> CCLC goal: Help students improve ELA, Math, STEAM core academic skills to meet state standards while strengthening abilities to make healthy choices regarding risky behaviors, college/career readiness, fitness/nutrition. Participating students’ parents/guardians have opportunities to improve parenting and financial literacy skills. **5.2. NEEDS ASSESSMENT.** ***Community Demographics.*** The Pine Hills neighborhood of Orlando is a low income, high crime community with 90.3% minority population. 29% of all Pine Hills families with children under age 18 live below poverty level.<sup>1</sup> 24% of all Pine Hills adults over age 25 do not have a high school diploma.<sup>2</sup> ***Afterschool Services.*** Boys & Girls Clubs of Central Florida’s (BGCCF) Walt Disney World (WDW) Branch has served as the sole provider of positive youth development afterschool services in Pine Hills—one of the oldest primarily African-American neighborhoods in Orlando—since 1960. Our WDW Club has been a 21<sup>st</sup> CCLC for the past 5 years, serving 150 at-risk youth from Mollie Ray, Pine Hills and Rolling Hills Elementary Schools, and Meadowbrook Middle School. ***Needs Assessment Process.*** Longevity and central location in the community have afforded us the opportunity for constant communication with parents, target schools’ administrative/teaching staff, local private schools, the current WDW Club 21<sup>st</sup> CCLC Advisory Board, and Pine Hills community leaders. A data-driven assessment of community needs along with extensive conversations with these stakeholders have led us to identify the youth attending 3 local elementary schools—Mollie Ray, Ridgewood Park and Rolling Hills—as being most in

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<sup>1</sup>Federal Financial Institutions Examination Council (FFIEC 2015). Geocoding System: Census Demographic Information.

<sup>2</sup>US Census Bureau. (n.d.). Retrieved February 15, 2016, from <http://www.census.gov/easystats/>

jeopardy of educational failure going forward into 2016-17. **Risk Factors.** Assessment of risk factors including levels of poverty, violence and academic underachievement clearly show the need for a 21<sup>st</sup> CCLC in this community. **All 3 targeted schools are Title I schools; 100% of students at Mollie Ray and Ridgewood Park are eligible for free/reduced school lunch, while 92.67% are eligible for free/reduced lunch at Rolling Hills.<sup>3</sup> At our WDW Club, 89% of all members' families have annual household incomes under \$30,000.<sup>4</sup>** The average 2015 Metropolitan Orlando area family income was *nearly double* that at \$58,300.<sup>5</sup> Concentrated poverty puts whole neighborhoods at risk—especially children. **Children living in poverty are more likely to start out at a deficit.** They enter school as 1<sup>st</sup> graders with vocabularies half the size higher-income families' children. By the end of 3<sup>rd</sup> grade, when they should be moving beyond learning to read and start reading to learn, their lack of basic literacy skills begins to hurt their ability to learn other subjects. 1 in 6 children who are not reading proficiently in 3<sup>rd</sup> grade fail to graduate from high school on time, a rate 4 times greater than that for proficient readers. This rises to 32% for students spending more than half their childhood in poverty.<sup>6</sup> Neighborhood environment during childhood has now been shown to be a key determinant of a child's long-term success. **In a recent Harvard University study, Orange County, Florida—where Pine Hills is located—ranks as the 4<sup>th</sup> toughest place *in the entire United States* for poor children to escape from poverty.** Low-income children who grow up in Orange County communities like Pine Hills will earn about 27% less on average than children with similar family income levels who grow up in this nation's best areas for mobility. **Characteristics this study found hurt upward mobility are higher levels of poverty, crime and single-parent households, as well as poorly performing schools.<sup>7</sup> All of these**

<sup>3</sup>Florida Department of Education 2013-14 Final Title I Schools List. (n.d.). Retrieved February 12, 2016, from <http://www.fldoe.org/core/fileparse.php/7767/urlt/0084695-2013-14finaltitleischoolslist.pdf>

<sup>4</sup>BGCCF, WDW Club Census Survey. Report Timeframe 1-1-15 to 12-31-15. Unpublished raw data retrieved from KidTrax software.

<sup>5</sup>Federal Financial Institutions Examination Council (FFIEC 2015). Geocoding System: Census Demographic Information.

<sup>6</sup>The Annie E. Casey Foundation. (2015). 2015 KIDS COUNT Data Book: State Trends in Child Well-Being. Baltimore, MD: KIDS COUNT Project. Retrieved from [www.aecf.org](http://www.aecf.org).

<sup>7</sup>Chetty, Raj and Hendren, Nathaniel. The Equality of Opportunity Project, Harvard University, July 2015. Retrieved from <http://www.equality-of-opportunity.org/>

**characteristics exist in Pine Hills, and impede financial stability opportunities for success.** In addition to a high poverty level, 100% of this community's youth live in a high crime environment, with our WDW Club serving the #1 highest juvenile crime ZIP Code *in the entire state of Florida* AND in Orange County.<sup>8</sup> A high level of single-parent households also has a negative impact; 67% of WDW Club members come from single-parent homes.<sup>9</sup> **The 3 targeted elementary schools are among the lowest performing in the Orange County Public School district.** According to the 2015 FSA English Language Arts (ELA) School Results, 66% of Mollie Ray, 74% of Ridgewood Park and 80% of Rolling Hill students, grades 3-5, scored within the 2 Bottom Quartiles statewide. Scoring in either of the 2 bottom Quartiles indicates that a child has NOT attained proficiency in that subject. Math results were equally poor, with 63% of Mollie Ray's, 76% of Ridgewood Park's and 82% of Rolling Hills' same students scoring within the 2 Bottom Quartiles statewide.<sup>10</sup> On 2015 Statewide Science Assessment, 80% of Mollie Ray's, 68% of Ridgewood Park's and 78% of Rolling Hills' 5<sup>th</sup> graders failed, scoring achievement levels of 2 or less on 1-5 scale.<sup>11</sup> **Available Community Resources / Closing Gaps in Services.** For the past 5 years, WDW Club 21<sup>st</sup> CCLC has been the sole provider of afterschool and holiday academic and personal enrichment programming in underserved Pine Hills, serving 150 at-risk Pine Hills area youth to meet community needs described above. Over that time, students in our WDW 21<sup>st</sup> CCLC program have made significant academic gains: after beginning the 2014-15 school year working below grade level, 18% improved ELA skills, 30% improved math skills and 29% improved science skills to at or above grade level by May 2015. Targeted school principals support our proposal and have committed to share students' I-READY diagnostic assessments with our 21<sup>st</sup> CCLC FL-certified afterschool teachers. We will use these individualized student needs assessments to craft a

<sup>8</sup>Epps, N. (2015). (Florida Department of Juvenile Justice PACT Report-All ZIP Codes per County). Unpublished raw data.

<sup>9</sup>BGCCF, WDW Club Census Survey. Report Timeframe 1-1-15 to 12-31-15. Unpublished raw data retrieved from KidTrax software.

<sup>10</sup>Florida Department of Education, Accountability, Research and Measurement (2015). Florida Standards Assessments (FSA), 2015 FSA English Language Arts School Results 3-10 /Math School Results 3-8.

<sup>11</sup>Florida Department of Education, (2015). 2015 Statewide Science Assessment, Next Generation Sunshine State Standards, State Report of School Results, Grade 05. Retrieved from <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2015.shtml>.

responsive Multi-Tiered System of Supports (MTSS) program that will, among other things, utilize specialized I-READY ELA and Math curricula for Tier III support to improve academic/personal development. **5.3.a. EVALUATION PLAN. Independent Evaluator Identification and Qualifications.** Identification of an independent Evaluator took place through research and recommendations. When identifying this Evaluator, BGCCF considered important evaluation items that were relevant to the proposed 21<sup>st</sup> CCLC program and also met the 21<sup>st</sup> CCLC RFP requirements. The required qualifications for the Evaluator included 21<sup>st</sup> CCLC grant evaluation experience, positive client testimonials, capacity to develop and carry out detailed evaluation plans with timelines, personnel availability, report writing experience and data collection storage capacity. D & C Education Company, LLC dba EduMatrix is a highly recommended and experienced company in 21<sup>st</sup> CCLC program evaluation and has been identified to serve as the independent Evaluator for this project. EduMatrix specializes in 21<sup>st</sup> CCLC grant evaluation specifically and currently evaluates other 21<sup>st</sup> CCLC programs in Florida. The CEO and Lead Grant Evaluator for EduMatrix, Crystal Taylor, M.B.A., Ed.S., will lead evaluation efforts and be the point of contact for the program. Other EduMatrix evaluation team members will assist in providing the services detailed in the evaluation plan including Grant Evaluation Specialists and Data Analysis team members. The EduMatrix evaluation team has a combined total of over 30 years' relevant experience, making them highly qualified to perform 21<sup>st</sup> CCLC program evaluation duties. ***Evaluation Activities and Timeline.*** Conducting evaluation activities in a systematic way using a timeline will help inform the program and stakeholders about program progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis and reporting. **Evaluation Activity #1 - Data Collection.** Data will be collected in a way that does not interfere with program activities. Evaluation activities will be discussed and coordinated with the Project Director to ensure that they are delivered in a non-intrusive way. Each evaluation activity will be coordinated with program stakeholders to increase effectiveness and minimize

distraction. The following will be collected or conducted by the Evaluator for analysis in September 2016 (baseline data), January 2017 (mid-year data) and May 2017 (end-of-year data): 1) Program student data (quantitative) including demographics, enrollment, attendance, participation, assessment scores, report card grades, other relevant data; 2) Program documents (qualitative and quantitative) including student files, assessments, data collection tools, meeting minutes, scoring rubrics; 3) Interviews (qualitative) with the Project Director, Site Coordinators, Teachers and Program Staff; 4) Program observations and site visits (qualitative) including Evaluator field notes from site visits, assessing student and staff performance, special events, and PBL projects. Stakeholder surveys (qualitative) completed by an adult family member of the student, students' school day teachers, and students participating in the program will be collected in May 2017 by the Evaluator for analysis. Evaluation Activities #2 and #3 – Data Analysis and Reporting. EduMatrix will analyze all data collected by both the Evaluator and the program to create a comprehensive analysis that details a variety of sources. Baseline data will be analyzed in September 2016 and December 2016 for completeness and level of student performance. The results of both baseline data analyses will be provided to the program so that they know which areas to target and focus on. Mid-year data will be analyzed in January 2017. The results of this data will be included in the Mid-Year Data Report and will show whether the students have made gains between the baseline and mid-year time points for each grant objective. The Evaluator will meet with the Project Director to discuss the results of the Mid-Year Data Report and will note any changes needed in the areas of data collection and programming. These changes, if any, will be included in the Formative Summary Evaluation Report that EduMatrix will complete in March 2017 on behalf of the program. End-of-year data will be analyzed in June 2017 and those results will be reflected in the Summative Evaluation Report that will be completed in July 2017. This report will reflect the program's overall annual performance, recommendations for program improvement and reporting outcomes. ***Processes for Accurate Data Collection, Maintenance and Reporting.*** EduMatrix will meet with the

Project Director to discuss what data will need to be collected that aligns with the grant objectives, as well as how the data will be collected and who will be collecting it. There will be a student testing schedule, parent survey schedule, report card grade collection schedule and a data entry schedule created so that the program stays on track with data collection, entry and maintenance. EduMatrix will create internal deadlines for the program so that they will have the correct data prepared for each reporting time point. The Evaluator will verify accurate data collection by comparing the grant objectives to the data that was collected, as well as using the data collection tools (assessments and/or surveys) as a guide when analyzing the data. If any discrepancies are found, the Evaluator will immediately contact the Project Director with data reliability concerns. **Examination of Program Impact.** The evaluation design will allow for the measurement of progress made towards meeting each grant objective as described above. The measurement tools that will be used to evaluate program impact include program participant data, analysis of student ELA, Math and Science assessment data and report card grades, program observations, and the analysis of lesson plans and program schedules. Interviews with program staff, analysis of student data and grades related to College and Career Readiness, Dropout Prevention (if needed), personal enrichment data, review of the curriculum used, and adult family member performance data will also be used as program impact measurement tools. These tools will help to answer specific program impact questions using data analysis, including the following: (1) Did the program efforts to address each core subject area result in positive outcomes for program participants? (2) Did the program efforts to address College and Career Readiness, Dropout Prevention (if needed) and personal enrichment activities result in positive outcomes for program participants? (3) Did the program efforts to address project-based learning and supplementing the school day curriculum in innovative ways result in positive outcomes for program participants? (4) Did the program efforts to address adult family members result in positive outcomes for those family members who participated? Using the aforementioned measurement tools to answer these program impact questions through

evaluation will help stakeholders understand whether the program had any substantial impact in a variety of areas. ***Use of Evaluation Results & Sharing Results with Community.*** Using evaluation data results and sharing those results to help improve the program and its impact is an important part of the evaluation plan. A true learning community can be fostered through data sharing for the purposes of student and adult family member achievement and improvement. Evaluation results will be shared at each Advisory Board meeting, monthly staff meetings, program leadership meetings, adult family member workshops and events, and with the Principals of each target school at least 2 times during the grant year. Data results, program operations and Evaluator recommendations for program improvement will be covered in these meetings so that the community is well aware of 21<sup>st</sup> CCLC student-level and program performance. Feedback based on evaluation data is highly encouraged from the community and stakeholders so that the program can learn more about what is needed in the community and assist in developing other ways to help the students improve academically and socially throughout the year. **5.3.b. MEASURABLE OBJECTIVES AND ASSESSMENT.** Uploaded to website as required. **5.4. APPLICANT'S EXPERIENCE AND CAPACITY.** ***Program Administration and Fiscal Management.*** *Management of Public Funding.* Experience managing federally-funded grants: Orange County/HUD Community Development Block Grant (CDBG) (annually since FY 2000-01); FL Department of Education (4 21<sup>st</sup> CCLC grants FY 2011-2016, Mentoring Services grant annually since FY 2002-03); Florida Drug-Free Communities, Florida Department of Juvenile Justice, City of Kissimmee CDBG (FY 2005-09), Office of Juvenile Justice and Delinquency Prevention (annually since FY 2010-11). *Administrative Capabilities.* BGCCF senior staff began participating in Boys & Girls Clubs of America's Advance Leadership Program (ALP) in 2011. This comprehensive leadership program was developed in conjunction with the University of Michigan, Ross School of Business, and is designed to increase personal leadership skills and strategies, strengthen team alignment/effectiveness, and increase organizational impact on youth and communities. At

the end of the BGCA-led portion of this program in 2013, senior staff were prepared to teach and develop leadership capacity in their own departments. BGCCF's continuing ALP project is focused on organizational core values, selecting the right staff, training, and communication and care. Major Management Systems. We use Blackbaud Accounting System and Raiser's Edge to maintain automated accounting records. This software system allows us to track all funds on a project-by-project basis. Our payroll services are outsourced to ADP and our audit is conducted by BDO, USA. All other fiscal functions are performed in-house, governed by our Fiscal Policies & Procedures Manual (attached with DOE 620) and under the experienced supervision of our VP of Finance, with a Government Grant Coordinator, who provides dedicated 21<sup>st</sup> CCLC fiscal oversight. Monitoring and Auditing Results. For FY 2013-14 and FY 2014-15, our auditors have NOT identified any deficiencies in internal control that they consider material weaknesses. Further, monitoring reports of our Orange County CDBG by the Orange County Housing and Community Development Division found no discrepancies or major concerns with our program implementation and client, payroll and general accounting records. BGCCF Leadership Qualifications. BGCCF has been providing positive youth development services in Central FL since 1944. Key Staff supporting 21<sup>st</sup> CCLC program: J. Mack Reid: COO, 18 years' with BGCCF, including 13 in operations/direct service; B.S. in Business Administration. Dan Mallary: VP of Finance, 11 years' experience with BGCCF; B.S. in Business Administration. Jeronda Hill: Director of Club Operations, 9 years with BGCCF; B. S. in Psychology. Niketra Johnson: Senior Project Director of all BGCCF 21<sup>st</sup> CCLC programs since 2013-14 (grant years #3-5); FL Certified Teacher, 15 years with Orange County Public Schools including Teacher of the Year 2003; B.S. in Communication Disorders and M.Ed. in Varying Exceptionalities, UCF. Organizational Structure. Our current 21<sup>st</sup> CCLC programs comprise 1 department within our agency's Operations Division. This 21<sup>st</sup> CCLC department is overseen by the Senior Project Director, who reports to, and is supported by, our COO. **Program Implementation.** Applicant Experience. From 2011-2016, BGCCF has successfully implemented 4 21<sup>st</sup> CCLC grants at 5



sites. In 2015, the State Monitor reported all 5 programs provide "...fun, creative and enriching PBL activities for the students and engaging family involvement activities to the students' family members. The staff is caring, enthusiastic and committed to meeting the needs of the students." Collaborative partnerships have increased and Advisory Boards have remained active. BGCCF 21<sup>st</sup> CCLC students consistently experience academic gains; after starting the 2014-15 school year working below grade level, 41% improved ELA skills, 49% improved math skills and 49% improved science skills to at or above grade level by May 2015. WDW's 21<sup>st</sup> CCLC programs/services met expectations in monitoring reports during past 2 years, with no actions items noted. **Program Evaluations.** BGCCF has developed processes, procedures and systems that allow the WDW 21<sup>st</sup> CCLC to collect student/adult family member participant data including demographics, attendance, assessment scores, and survey data. A data collection schedule keeps this process on track, helping with fidelity, accountability and transparency. BGCCF aligns required 21<sup>st</sup> CCLC grant evaluation activities with an evaluation timeline. This timeline details grant objectives, activities, assessments, staff deliverable responsibilities, and other important information. A process/administrative procedure for each grant objective has been created to support each evaluation activity listed in the evaluation timeline. Using this system, BGCCF mandates which grant personnel oversee data collection processes, including administration of testing schedule, to ensure assessments are given on time (baseline, mid-year, year-end) so that the external Evaluator receives timely data for evaluation. BGCCF maintains collected data using spreadsheets and has a data collection monitoring procedure built into weekly tasks and requirements of administrative staff overseeing process. Formative/Summative Evaluation Reports are used as a tool for improving program plans and overall quality. These reports include program recommendations based on data results. BGCCF implements each recommendation by incorporating them into professional development sessions for 21<sup>st</sup> CCLC teachers/staff, where 21<sup>st</sup> CCLC leadership discusses raw data/recommendations in an effort to improve program planning, leading to program quality

improvement. During monthly professional development meetings, staff discuss improvements that have been made during previous month and detail how evaluation recommendations will be implemented in the upcoming month. This allows for evaluation data results to remain a program/teacher priority on a monthly basis and has greatly improved BGCCF's 21<sup>st</sup> CCLC program quality. Together, these processes allow for successful data collection, reporting and fulfillment of all required evaluation activities. During 2014-2015—the 1<sup>st</sup> year of standardized outcomes—WDW met or exceeded 8/14 elementary outcomes, approached benchmark for 3/14 outcomes, made meaningful progress towards 1/14 outcome, and some progress towards 2/14 outcomes. The Evaluator recommended WDW begin progress monitoring more frequently in an effort to increase student achievement and meet each objective. A monthly progress monitoring process was implemented starting 2015-2016 as described above. Thoughtful responsiveness to recommendations shows BGCCF's ability to operate successful 21<sup>st</sup> CCLC programming, complying with all federal, state and local rules/regulations. **5.5.a. COMMUNITY NOTICE.** On Wednesday, February 24, 2016, BGCCF notified the Orange County community of its intent to provide 21<sup>st</sup> CCLC programming at the WDW Club through the following: 1) a 21<sup>st</sup> CCLC webpage currently built and functioning on their corporate website ([www.bgccf.org](http://www.bgccf.org)); 2) a posting on BGCCF's Facebook page; and 3) meetings with partners and stakeholders, including Club parents, targeted school principals and OPCS. A copy of the approved grant narrative portion of the application will be available to the community following its submittal, on the BGCCF website's 21<sup>st</sup> CCLC webpage, which provides a comprehensive platform for the dissemination of information pertaining to the 21<sup>st</sup> CCLC program at WDW Club. WDW Club staff distributed flyers to parents of all Club members the first week of March 2016, notifying them of BGCCF's intent to apply for its WDW Club to become a 21<sup>st</sup> CCLC. In the same week, flyers were given to the administrative staff/teachers of our 3 target schools for distribution to all students and their parents. Parents will also be notified within 2 weeks of submission that a copy of this grant submission will be available at the WDW Club for their inspection upon request. On the flyers,

parents will also be directed to BGCCF website 21<sup>st</sup> CCLC webpage where both documents will be posted and available for inspection. **5.5.b. PARTNERSHIPS.** The WDW 21<sup>st</sup> CCLC Program has built unique partnerships with local organizations that enrich student/family member activities. The Leadership, Empowerment and Development (LEAD) Institute will provide parents/guardians with techniques to engage in their children’s lives at home, in school and the community. Full Sail University will provide student STEAM activities to teach Filmmaking, Game & Virtual World Design and Robotics. Mobile Services will provide Financial Readiness classes for parents/guardians on banking, credit, budgeting, tax forms. Mollie Ray, Ridgewood Park and Rolling Hills Elementary Schools will provide students’ I-Ready Diagnostic Reports to allow for more targeted Tier III academic instruction and will use BGCCF Academic Liaison to facilitate communication between school staff and 21<sup>st</sup> CCLC program. USDA will provide approximately \$3.24 per meal served which will greatly reduce our costs to serve 21<sup>st</sup> CCLC students a nutritious snack. Together, partners will deliver dynamic educational/enrichment activities to help WDW address unmet academic/social needs of 21<sup>st</sup> CCLC students and families. Partner contributions are detailed in Partners Table. **5.5.c. COLLABORATIONS WITH THE REGULAR SCHOOL DAY.** *Consultation during Application Development.* The Senior Project Director (SPD) met with all targeted schools’ principals over the past several months. These principals suggested that sharing participating students’ I-READY diagnostic assessments would help WDW 21<sup>st</sup> CCLC Teachers better develop individualized instructional plans for each student by highlighting skills where each student is having difficulty, recommending instructional materials starting at each student’s current skill level to allow for skills building and mastery. Principals also suggested using results from this diagnostic tool with I-READY book/workbook curricula that incorporate the Florida Standards, such as *Ready Florida English Language Arts*, *Ready Writing* and *Ready Florida Mathematics*, in order to have the students gain as much as possible from afterschool instruction. I-READY diagnostic tools and curricula will serve as a strong bridge between students’ school day and 21<sup>st</sup> CCLC

afterschool programming. A final suggestion made by targeted school principals and teachers was to build a Multi-Tiered System of Supports (MTSS) to maximize individualized instruction and student learning, since these schools can only provide this in very limited amounts, especially Tier III supports. This input has been critical in guiding the SPD with development of the overall 21<sup>st</sup> CCLC program and individual student activities. ***Continued Collaboration.*** By using the MTSS instructional framework and each student's I-READY needs assessment as our 21<sup>st</sup> CCLC program foundation, we support an SIP goal shared by all 3 targeted schools—to provide students with differentiated instructional strategies and prescriptive interventions based on diagnostic data and aligned to Florida Standards. Rolling Hills has 2 other SIP goals we support: 1) to implement a Positive Behavior Strategy and 2) to provide more positive role models for students. WDW Club provides positive youth development programs within 21<sup>st</sup> CCLC personal enrichment that support Boys & Girls Clubs' core area Character & Leadership Development (positive behavior) and surround members with trained professional staff who are caring, positive role models. In addition to the I-READY collaborative bridge already built between our target schools and our 21<sup>st</sup> CCLC program, our WDW Club program will employ a part-time Academic Liaison who will maintain coordination between 21st CCLC and school-day programs by: 1) working with 21st CCLC students' teachers to align specific skills and standards being taught between programs; 2) advising SPD on any curriculum modifications as needed to fit changing student needs; 3) working with Target School Teachers, SPD and Club Service Director to evaluate student needs and make additional referrals throughout year; 4) monitoring student progress, especially lowest-performing students; 5) meeting regularly with SPD, Site Coordinator and Club Service Director to advise on development of prescriptive academic program for those students not improving; 6) administering/evaluating teacher survey; 7) attending 21st CCLC Advisory Board meetings and parent orientation meeting. We will continue strategies developed over past 5 years to ensure additional meaningful consultation with the schools, including: a) providing both MTSS Progress Monitoring Reports and Discovery

Education Teacher Reports to each child's individual teacher and their school principal at each targeted school 3 times per year; b) hiring teachers from targeted schools, which means lines of communication are open and flowing between our 21<sup>st</sup> CCLC program and target schools. Communication protocols include direct conversations via phone, e-mail and agenda planners between Academic Liaison, Site Coordinator and 21<sup>st</sup> CCLC Teachers, and their targeted schools' regular school day teachers,` allowing complete sharing of information on students attending the WDW 21<sup>st</sup> CCLC program. We have established a data sharing plan for report card grades/FSA scores with OCPS. **5.5.d. SUSTAINABILITY.** By working with stakeholders in the public sector—such as Pine Hills community leaders and OCPS—along with the private sector—including corporations such as Walt Disney World—and the nonprofit sector—including local churches, Heart of Florida United Way, Elizabeth Morse Genius Foundation and the Orlando Magic Youth Fund—BGCCF and its WDW Club are positioned and involved in major initiatives around youth services throughout the Pine Hills community in Orlando and in Orange County. BGCCF's development and fundraising staff, along with the committed members of BGCCF's Orange County Branch Board, work diligently to increase the individual donor base in Orange County and to diversify the WDW Club's operations funding sources. We are always seeking government, corporate and private foundation funding. A comprehensive resource development strategy has been implemented to focus on diversifying revenue streams and increasing individual giving using a Board-driven face-to-face ask strategy as the anchor. This strategy offers viable options for continued sustainability of 21<sup>st</sup> CCLC programs. In 2016, BGCCF will be opening its first Thrift Store to provide an additional operational revenue stream for direct services provided at its 16 traditional (non-school site) Clubs. Over the next 3 years, BGCCF organizational goals include doubling number of individual donors; increasing Club Connection tours; increasing number of participants at annual fund-raising breakfasts; developing a focused strategy to increase online giving. Another strategic initiative goal is to increase current board giving society participation and develop/implement a strategy to increase

number of Jeremiah Milbank Society members (\$10,000+). Our WDW Club has a solid track record of establishing strong partnerships to support its programming. As they have for the past 5 years, substantive partnerships will also bolster BGCCF's ability to sustain 21<sup>st</sup> CCLC programming in years 3-5. **5.6.a. TARGET STUDENTS.** WDW Club in Orlando's Pine Hills neighborhood will serve students from Mollie Ray, Ridgewood Park and Rolling Hills Elementary Schools. All are Title I schools. Mollie Ray/Ridgewood Park each earned a D school grade in 2015, Rolling Hills earned an F. 100% of students at Mollie Ray/Ridgewood Park are eligible for free/reduced school lunch, 92.67% are eligible at Rolling Hills. WDW will serve 160 students grades K-5 with school-year-only program. Students served will be reflective of our 2015 WDW Club members: 53% boys, 47% girls; 75% African-American, 9% Haitian, 7% Hispanic, 7% Multi-Racial, 1% Caucasian, 1% Asian-American; 67% from single-parent households; 100% live in a high crime environment; 89% of families had annual household incomes of \$30,000 or less. Among the characteristics found to improve upward mobility are income equality, better schools, lower rates of violent crime and two-parent households. Children who attend WDW Club and targeted schools live in a community lacking these necessary characteristics for future success. The 3 targeted schools are among the lowest performing in the OCPS district with students scoring poorly in ELA, Math and Science. WDW 21st CLCC will identify eligible students attending target schools utilizing schools' I-READY individualized student needs assessment data. MTSS academic programming, from Tier I homework help to Tier III intensive academic support, will be provided along with additional PBL-based personal enrichment activities. Targeted students will receive all program components. At BGCCF, we believe simply keeping a child on track to graduate elementary, middle and high school isn't enough. For us, Academic Success--one of our priority outcomes--means more than that; our Club members need to be on track to graduate from elementary, middle and high school on time, ready for college, trade school, the military, or employment. **5.6.b. RECRUITMENT AND RETENTION.** WDW Club Staff have developed a strong partnership with the 3 Targeted Title I

Partner Schools over the course of the 56 years the Walt Disney World Clubhouse has been serving Pine Hills. This partnership has only strengthened since the Club began operating its current 21<sup>st</sup> CCLC in 2011. The Club Service and Program Directors will work collaboratively with Mollie Ray, Ridgewood Park and Rolling Hills and their teachers to identify, refer and enroll students in the proposed 21<sup>st</sup> CCLC program. Students most in need of academic assistance will be targeted and identified based on school assessments, report cards and social development history. Referrals will go directly through the 21<sup>st</sup> CCLC Site Coordinator. The WDW 21<sup>st</sup> CCLC program will encourage all students to remain in the program the full day and attend regularly by offering an array of hands-on, interactive and engaging PBL-based personal enrichment activities that the Site Coordinator has specifically developed around expressed student interests. Although these activities often appear to be all fun and games, they will also offer students something important—meeting their need for caring guidance, supporting academic success, helping them develop as leaders of strong character, providing opportunities to increase college/career knowledge, and improving health and well-being. All youth will enjoy a fun, safe place where they can develop qualities and skills needed to plan their great futures. Club staff and 21<sup>st</sup> CCLC teachers will discuss program benefits with all parents to encourage attendance and follow-up with parents on student absences of more than 2 days. Families are engaged through specialized programming based on their needs and are encouraged to participate at introductory Open House and 21<sup>st</sup> CCLC Program Review, and Parent-Teacher Conferences. The WDW Club 21<sup>st</sup> CCLC program helps youth develop a sense of connection and belonging, which in turn increases the Club's successful rate of student retention. Developed by the Search Institute, Boys & Girls Clubs' Five Key Elements for Positive Youth Development are: 1) a safe and positive environment; 2) fun and a sense of belonging; 3) supportive relationships; 4) opportunities and expectations; and 5) recognition. These Five Key Elements provide our Clubs with a strong foundation on which staff can build to create a developmentally rich Club Experience for our members. We've learned it's the overall Club

Experience that leads to the positive impact Clubs have on youth; the more effective the Club Experience, the greater the impact on members. The Club Experience is a powerful force. It inspires members to participate regularly. They develop a sense of connection to the Club. Continual learning is celebrated and reinforced in every interaction, activity and area of the Club. With guidance from trained youth development professionals and educational consultants, our members make smart life choices. A 2007 Harris poll shows that caring relationships between youth and staff were identified by youth, parents and Club staff as the most crucial element of Boys & Girls Clubs' success—they were why youth came and why they stayed.

**5.6.c. STUDENT PROGRAM ACTIVITIES.** As detailed in Section 5.2., activities will address identified needs of target students. WDW Club's 21<sup>st</sup> CCLC academic and personal enrichment programming will serve 160 children grades K-5 from Mollie Ray, Ridgewood Park and Rolling Hills Elementary Schools, academic year only. In response to student needs from the regular school day (outlined by target school administration/staff) the program will be built as a Multi-Tiered System of Supports (MTSS) to promote academic/behavioral success of all 21<sup>st</sup> CCLC students, complying with Approved Program Activities. Activities have been designed to empower students with academic/social/behavioral skills they'll need to successfully engage in school today. These skills will better prepare them to complete education and training to successfully enter the workforce. ***Homework Help. We will provide Tier I instruction and support to all 21<sup>st</sup> CCLC students through our Homework Hero program.*** All students will participate in Homework Hero (HH) 30 minutes, 4 days per week, with additional 60 minute extended homework help session 1 day per week, totaling 3 hours of homework help per week. Each student will receive a goal-tracking punch card. When all holes have been punched, they will gain HH status. To get 1 hole punched, students must: 1) have homework daily; 2) apply ample effort to complete homework; 3) request help when needed to complete homework; 4) offer assistance to others ONLY when they have completed their own homework; 5) read silently when their homework is complete to allow others to reach Hero status. Teachers will



have a ready supply of interesting, age-appropriate reading material for those who don't have homework. Those completing homework more quickly than others will be encouraged to assist peers or younger students. Staff: Site Coordinator (Lead), FL certified Teachers, 21<sup>st</sup> CCLC Program Assistants (PA's). Staff to student ratio 1:8 grades K-2, 1:5 grades 3-5. **Academic Enrichment. We will provide Tier III intensive instruction and support in ELA and Math to all 21<sup>st</sup> CCLC students.** Instruction will be individualized based on students' I-READY diagnostic assessment, provided by targeted schools with parental permission to Club 21<sup>st</sup> CCLC teachers. These assessments will provide teachers with an instructional plan highlighting skills where each student is having difficulty, recommending instructional materials starting at each student's current skill level to allow for skills building and mastery. Intentional smaller staff to student ratio will allow for rigorous Tier III instruction with maximum impact. Our 21<sup>st</sup> CCLC program will help students advance ELA and Math skills by providing a variety of I-READY/Curriculum Associates curricula including *Ready Florida English Language Arts, Phonics for Reading, Ready Writing* and *Ready Florida Mathematics*, all of which incorporate Florida Standards into all aspects of instruction. All Tier III instruction will be provided in a small-group setting to address different learning styles and student needs, 1 hour per day, 1 time per week. Staff: Site Coordinator (Lead), FL Certified Teachers, 21<sup>st</sup> CCLC PA's. Staff to student ratio 1:6 grades K-2, 1:4 grades 3-5. **Additional Tier II ELA/Math instruction will be offered in Dramatic Education and Career Development programs detailed in Other Enrichment Activities below.** Math Instruction will also be included in STEAM (Science, Technology, Engineering, Arts, and Math) programming. **STEAM programming will be provided as Tier II instruction, incorporating Project-Based Learning (PBL) as an integral part of the program plan.** Our Club's STEAM programming will provide a multi-disciplinary academic enrichment program applying technology to an array of academic concepts in modules aligned with Florida Standards. Using PBL-based methodology, this programming will orient students to basic STEAM-related occupations and introduce them to basic scientific precepts such as

methodical approaches to problem-solving, developing hypotheses and record-keeping. Activities including Robotics, Filmmaking, Game/Virtual World Design, Mad Science, and Math Art will make up our STEAM modules, which are designed around PBL projects. STEAM modules will be offered minimum 2 times per week, 1 hour each time. Staff: Site Coordinator (Lead), FL Certified Teachers, 21<sup>st</sup> CCLC PA's. Contractors: Full Sail/Mad Science FL Certified Teachers & Trained Staff. Staff to student ratio 1:10. **Other Enrichment Activities**. Students will participate in a wide range of personal enrichment activities offered on a rotating basis as Tier II instruction Mon.-Thurs., with Fridays focusing on specialized activities such as Piano, Bloggers (Chronicles of a 21<sup>st</sup> CCLC Student), Dance, Computers, Soccer, and Art. Each student will receive, at a minimum, 1 hour of a personal enrichment activity daily. All Boys & Girls programming to be taught by trained 21<sup>st</sup> CCLC PA's or qualified Contractors led by Club Program Director, with staff to student ratio 1:15. All personal enrichment activities will support student success by providing youth with the tools they need to build confidence, self-esteem and critical decision-making skills while also improving physical fitness and healthy eating habits. **ELA and Math skills will be practiced and reinforced with Dramatic Education (Drama), Math Art and College & Career Readiness activities**. With College & Career Readiness activities, students will learn how to set SMART (Specific-Measurable-Attainable-Realistic-Timely) goals and relate them to education and career while expanding their knowledge of career options and basic financial/personal skills required for 21<sup>st</sup> Century workplace success. We will implement Boys & Girls Clubs' nationally acclaimed **Dropout Prevention** programming, SMART Moves (Skills Mastery and Resistance Training). Each module targets age and/or gender-specific risk factors and promotes drug prevention, positive self-image, strong morals/ethics, and individuality. Components include SMART Kids (ages 6-9); Start SMART (ages 10-12); SMART Girls (ages 8-12) and Passport to Manhood (ages 8-12). Our youth development programs have received the highest rating—Strong Evidence of Effectiveness—from the National Dropout Prevention Center and are considered a Model

Program with significant impact on dropout-related risk factors seen in the at-risk youth we serve. We will incorporate **HEPA Standards** with Tier II instruction using **Boys & Girls Clubs' Triple Play: A Game Plan for Mind, Body and Soul**. Developed by Boys & Girls Clubs of America in collaboration with the US Department of Health and Human Services, Triple Play's comprehensive strategy takes a holistic approach, encompassing 3 components that show youth how learning to eat right, keep fit and engage in positive relationships is the winning combination. Triple Play programming will be offered to all students 2 times per week—1 hour of personal fitness training such as yoga, Zumba or spin bike and 1 hour of nutrition education. When youth stay physically active and have a healthy diet, they are more likely to perform well in school, maintain academic success and show improvements in self-esteem. ***Day in the Afterschool Program.*** Students from the targeted schools are greeted and checked-in at the Club's front desk by Site Coordinator, Data Collection Program Assistant, Club Service Director and program staff. Their afternoon begins with a nutritious snack in the Club's cafeteria. Then they move to a 21<sup>st</sup> CCLC-designated classroom within the Club and complete school homework to become a HH. 21<sup>st</sup> CCLC Teachers and Program Assistants (PA's) provide Tier I support throughout. At 4:30PM and 5:30PM, students transition between classrooms or to the Club gym, as appropriate for their activity transitions will be supervised by Club Service Director in the same way all program rotations are smoothly handled at our Clubs. Throughout each day—after school or holiday—students are closely monitored by PA's who are assigned to them along with other support staff, all of whom assist in maintaining quality supervision and staff-student ratios. During the 2<sup>nd</sup> and 3<sup>rd</sup> program hours, Mon-Thurs, students will receive a broad array of Tier I, II and III programming with appropriate supports, based on grade level and, for grades 3-5, also by gender. All programs rotate daily. Tier I instruction will be provided during each students' additional HH hour. Tier II instruction will include STEAM academic enrichment programming as well as personal enrichment programming that has academic skills learning and practice embedded within. Tier III instruction will offer individualized, rigorous ELA and Math

small-group instruction with staff to student ratios of 1:6 in grades K-2, 1:4 in grades 3-5 for maximum impact. All 2<sup>nd</sup> and 3<sup>rd</sup> hour programming will be supervised by Site Coordinator, Teachers and PA's. When qualified Contractors are used, Teachers and/or PA's are always present. On Fridays, all students (K-5) focus solely on personal enrichment activities presented in 2-hour blocks, rotating throughout the year. To begin the year: Dance Group (K-1), Drumline (2<sup>nd</sup> grade), Piano (3<sup>rd</sup> grade girls), Art Club (3<sup>rd</sup> grade boys), Computers (4<sup>th</sup> grade girls), FIT Club (4<sup>th</sup> grade boys), Soccer (5<sup>th</sup> grade girls), Bloggers (5<sup>th</sup> grade boys). At the end of the day, students are signed out by parents. **5.6.d. ADULT FAMILY MEMBER PROGRAM ACTIVITIES.**

WDW 21<sup>st</sup> CCLC Program will offer a 1.5 hour adult family member informational meeting on 21<sup>st</sup> CCLC at the beginning of the school year. WDW will offer 5 1-hour parenting workshops conducted by the Leadership, Empowerment and Development Institute (The LEAD Institute). The Institute has been developed/conducted by Dr. Clara L. Walters Ed. D, respected instructional leader, published author, retired OCPS administrator/principal; she has implemented programs at WDW 21<sup>st</sup> CCLC since 2012-13. Parent/Guardian attendance has increased with each new module. The Institute's 2016-17 Theme is *Essential Knowledge about School Services to Enhance Parental Engagement*. Modules: 1) Guidance; 2) Attendance; 3) Behavior; 4) Learning Disabilities; 5) Technology in Education as a Learning Tool. Classes provide research-based parenting principles with activities to reinforce learning/practical application. Parents will gain skills to better engage at school parent-teacher conferences/Parent Nights and help their children's learning at home and school. Dr. Walters will also provide 3 parenting newsletters. WDW Club Art Director (BFA, Art Director since 2008) will present Parent Paint Nights, for adult family members and their children to create an artistic piece. The Art Director will lead 2 2-hour sessions including information for adults, e.g., how to spend quality time with your child, talk to them in a social setting, ascertain how the child learns best. Mobile Services' contracted Instructor (BSBA) will offer 4 1-hour Financial Readiness Classes on Banking, Credit, Budgeting, Tax Forms. WDW will engage parents at school year's

beginning with Meet Your Child’s After School Teacher (1 hour) and Parent Conference Night with Your Child’s After School Teacher (30 minutes). All activities are designed for Family Members of students grades K-5, to enhance parenting/communication skills, financial literacy skills and social interaction/relationships with their children. When the poverty cycle goes unbroken, barriers to education/employment, social/emotional challenges and health issues are passed from one generation to the next. WDW Adult Family Member activities will help to break this cycle by addressing student/family risks (e.g., academic underachievement/poverty) as identified in our Needs Assessment.

**5.6.e. STAFFING PLAN AND PROFESSIONAL DEVELOPMENT.** *Staffing Plan.* The BGCCF full-time 21<sup>st</sup> CCLC Senior Project Director (SPD) works under the agency COO and will be responsible for direct management of all BGCCF 21<sup>st</sup> CCLC programs—including selection/hiring of teachers, data collection, and curriculum implementation/oversight—at the WDW site as well as 2 other 21<sup>st</sup> CCLC sites detailed in 2 additional BGCCF grant applications. SPD has M.Ed. and FL teacher certification and has worked with BGCCF’s 21<sup>st</sup> CCLC Programs since 2013-14. Site Coordinator (4 year degree/FL teacher certification) develops and oversees implementation of PBL project plans and other academic curricula; supervises Teachers, Drama Instructor, 21<sup>st</sup> CCLC Program Assistants; assists with professional development activities; works with parents; provides instruction/homework assistance as needed. 21<sup>st</sup> CCLC Teachers (FL certified teachers) provide students with homework assistance and all academic program components. Academic Liaison (PT/4-year degree, teaching experience) coordinates between 21<sup>st</sup> CCLC and school-day programs, advising on curriculum modifications, monitoring student progress, especially lowest-performing students. Drama Instructor (PT/4 year degree) provides Dramatic Education to students to reinforce ELA skills/build self-confidence while learning/participating in dramatic arts. 21<sup>st</sup> CCLC Program Assistants (PA’s) (2 year degree) assist teachers with homework assistance and academic program components; provide students with personal enrichment activities under supervision of Club Program Director; assist with parent/family education

events. Lead PA (2 year degree/CPR-First Aid Certified) as above with added responsibility: ClassDojo classroom management/parent communication system. 21<sup>st</sup> CCLC Data Collection Program Assistant (DCPA) (2 year degree) maintains all 21<sup>st</sup> CCLC student participation information, including attendance and demographics, on nFocus tracking software. DCPA will devote 1 hour/day afterschool to data entry then provide students with direct instructional services for additional 2 hours. Club Service Director (4 year degree/CPR-First Aid Certified/21<sup>st</sup> CCLC since 2011/BGCCF since 2008) develops personal enrichment curriculum; oversees 21<sup>st</sup> CCLC operations within framework of Club operations: student check-in, class transitions/dismissal; supervises DCPA, student data entry; works with family/community partners; disseminates program information to community; plans/implements 21<sup>st</sup> CCLC family events. Art Director (4 year degree, arts-related/CPR-First Aid Certified) delivers arts enrichment instruction for students and 2 evening workshops for their parents/guardians.

**Recruitment, Hiring, Training.** Open positions posted on Glassdoor.com, Job Inventory, Joodle, Oodle.com, Recruit.net, Simply Hired, Trovit, Twitter Jobwatch, Seminole State College, UCF, Rollins College, Career Builder, BGCA. SPD will contact target school administrators to advertise teaching positions within their schools. Resumes screened/ranked by Hirecentric or ExactHire. All 21<sup>st</sup> CCLC staff will meet all certification requirements and possess all necessary licenses required by BGCCF, OCPS, 21<sup>st</sup> CCLC. Teachers will be licensed with valid FLDOE certificate. All 21<sup>st</sup> CCLC program employees/volunteers are required to undergo annual Level 2 background screening—FDLE and FBI fingerprint screening, background checks, drug screenings. Random drug tests conducted on ongoing basis. All employees receive BGCCF's New Hire Training and job-specific training from their supervisor. For 21<sup>st</sup> CCLC staff, training comes from SPD, Club Service/Program Directors, and/or teachers, depending on new hire position. **Professional Development.** Teachers, PA's will receive instruction on: 1) Grant Overview, Objectives, Data Collection; 2) Homework Hero Program; 3) Discovery Assessments

4) How to use Manipulatives in Afterschool Program; 5) Aligning FSA Standards with Holiday-Themed Activities; 7) Digital Literacy. Additional Teacher instruction: 1) I-READY Diagnostic Reports and ELA/Writing/Math materials; 2) Text-based Evidence: How to Support Students Afterschool with Writing; 3) Communication with parents. Site Coordinator will attend 21st CCLC Florida After School Alliance state conference. **5.6.f. PROGRAM CENTER.** 21<sup>st</sup> CCLC program will take place at BGCCF's WDW Club, 5211 Hernandes Drive, Orlando, FL 32808. Facility is in compliance with all federal, state and local health/safety and accessibility standards, including ADA. There is sufficient space within 25,000 sq. ft. Club facility to provide comprehensive 21<sup>st</sup> CCLC program to 160 youth. Students have access to learning center/library, art room, computer lab, full indoor gymnasium, outdoor playground, baseball/soccer fields. Facility provides appropriate, safe environment, with alarm system, outside door deadbolts, key-locks on inside office doors. All youth must check in with Club's 21<sup>st</sup> CCLC Data Collection Program Assistant (DCPA) and Site Coordinator. Facility is located between 0.5-2 miles from the targeted schools with a maximum travel time of approximately 10-15 minutes for students traveling from school to 21<sup>st</sup> CCLC program site. Adult family members will have access to facility for specialized evening programs. Adult family members will always be welcome to observe 21<sup>st</sup> CCLC program, schedule time to speak with teachers/staff, volunteer, attend program events.

**5.6.g. STUDENT SAFETY AND TRANSPORTATION.** *Student Safety.* Upon arrival at WDW Club, all participating youth must check in with the 21<sup>st</sup> CCLC DCPA, who will sign them in using the Club 21<sup>st</sup> CCLC sign in sheet or NFocus tracking software. At day's end , parents of car riders are required to come into the Club or notify Club staff in writing or by phone to sign their children out. Parents must complete Club's written permission form to allow students to walk home. Parent-approved walkers are escorted and monitored as they leave Club. All visitors for 21<sup>st</sup> CCLC program must report directly to Club's front desk, where they must sign in/out on visitor registry and have ID checked. During winter months when the sun sets earlier, student safety is ensured by proper illumination of Club building exteriors/parking lot to ensure all

students are able to access/leave facility safely. Student transition from one activity to the next takes place under Club Service Director's direction, in the same manner as current Club activity rotations. All students will be supervised by 21<sup>st</sup> CCLC Site Coordinator, Club Service Director, Club Program Director, certified Teachers, and PA's to ensure safety. Both full-time and part-time Club staff are well trained and will participate in continuing professional development. Many hold CPR/First-Aid-certifications; there will always be at least 2 certified staff members on-site. For students' safety, all 21<sup>st</sup> CCLC personnel hired will meet all hiring/licensing requirements set forth by BGCCF and the grant. All 21<sup>st</sup> CCLC program employees, all other Club employees and all volunteers must undergo Level 2 background screening. Please refer to section 5.6.e Staffing Plan & Professional Development for details. Student accident reporting procedures are in place. Crisis Management/Emergency Response Plan drills are conducted monthly. Emergency contact lists are kept on file for each participant. Off-site activities require 1:10 ratio. Attending staff/teachers supervise students throughout off-site activities and are required to carry emergency contact information. Students will never be left alone during trips, and standard safety procedures include: (1) buddy system; (2) regular head count (visual and verbal), and (3) training in symptoms of heat exhaustion/heat stroke. ***Student Transportation.*** If transportation home from the Club is a barrier, it will be provided, upon parental approval, through use of a BGCCF-owned bus available to transport youth to their homes in the evening. Students are supervised throughout the transportation process. The Club uses OCPS buses, private carriers, and/or BGCCF-owned mini-buses, depending on transportation needs. All Club vehicles undergo regular safety inspections. All Club bus drivers have Commercial Driver's Licenses (CDL), clean driving record, and training prior to providing services. BGCCF has a transportation policy in place to address insurance coverage, driver qualifications, driver training, and semi-annual motor vehicle driving record checks for all of its Club buses/bus drivers. **5.6.h. DISSEMINATION PLAN.** BGCCF's website ([www.bgccf.org](http://www.bgccf.org)) will provide 21<sup>st</sup> CCLC program information to participating students, parents and the general public. The 21<sup>st</sup>



CCLC webpage is currently built and functioning on the website. This site is updated at least once a month during 21st CCLC's project period and date of latest update is displayed on webpage. This website will also offer: 1) copy of approved grant narrative; 2) ongoing progress in meeting 21st CCLC program's proposal goals and objectives through links to all formative and summative reports as available; 3) 21st CCLC location and scheduled service hours; 4) links to student-created projects/products. The website will be maintained by BGCCF's Marketing and Communications Coordinator. Dissemination of information on best/promising practices from educational data demonstrating program success will be made available by the Project Director to the Marketing and Communications Coordinator for replication statewide throughout the year via BGCCF communications collateral (e.g., quarterly newsletter, annual report, periodic E-blasts) distributed to stakeholders, including local area's targeted non-public/public schools, law enforcement, faith-based organizations, current/future community-based partners, and funders. This will ensure our community network of stakeholders, target population and families are informed about the importance of the 21st CCLC program. Program notices and information will be targeted in and to the Pine Hills community where the WDW Club is located. For example, flyers regarding 21st CCLC Calendar of Activities & Events would be posted at the Club and 3 Targeted Schools. Special consideration/accommodation will be provided whenever possible to students and family members with limited English proficiency to ensure they understand and have access to information. We will also provide program information to target school administrative/teaching staff, OCPS school district personnel and members of 21st CCLC Advisory Board. The 21st CCLC name will be displayed prominently in the WDW Club and will be included on all disseminated informational and public awareness materials.