



Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.

- All applicants must complete pages 1 and 2 of this form.
- If another entity/agency will be applying as a co-applicant (but not as fiscal agent), please also complete page 3 of this form.

Name of fiscal agent applying for the grant: Boys & Girls Clubs of Lanier, Inc.

Has this fiscal agent received 21st CCLC grant funds before? Yes No

If yes, please provide the year of initial funding: FY11

B: Check the one category that best describes your official fiscal agency:

<input type="radio"/> Local Educational Agency	<input checked="" type="radio"/> Non- Local Educational Agency	<input type="radio"/> Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 85

Maximum funds allowed for one grant for one year is \$350,000. However, the future financial viability of the program should be addressed in the applicant's Sustainability Plan contained within this application.

Total Funds Requested for:

2019-2020: \$349,872.00 2020-2021 \$349,872.00 2021-2022: \$349,872.00
2022-2023: \$314,884.00 2023-2024: \$279,897.00

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Name of **Fiscal Agent's** Contact Person: SheTeriha Lewis
Position/Title of Fiscal Agent's Contact Person: Program Director
Address: P.O. Box 691
City: Gainesville Zip: 30503-0691
Telephone: 770-532-8102 Fax: 770-532-7094
E-mail: slewis@bgclanier.org

Signature of Fiscal Agency Head (required)

Steven Mickens
Typed Name of Fiscal Agency Head (required)

Chief Executive Officer
Typed Position Title of Fiscal Agency Head (required)

00/00/0000 at 00:00:00
Date (required)

Co-Applicant Required Signatures, if applicable:

I hereby certify that I am an authorized signatory of the co-applicant for which application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Name of entity/agency acting as Co-Applicant, if applicable: Hall County Public Schools

Name of Co-Applicant Contact Person: Will Schofield
Position Title of Co-Applicant Contact Person: Superintendent
Telephone: 770-534-1080 Fax: 770-535-7404
E-mail: will.schofield@hallco.org

Signature of Co-Applicant's Authorized Agency Head (if applicable)

Will Schofield
Typed Name of Co-Applicant's Authorized Agency Head (if applicable)
Superintendent
Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

00/00/0000 at 00:00:00 Date (if applicable)

Program Name: Walters Club Success Academy

Program Abstract

OVERVIEW: Incorporated in 1998 as a 501 (c)(3), the result of a merger with Girls Incorporated of Northeast Georgia; the Boys & Girls Clubs of Lanier (BGCL) and Hall County Schools (HCS) System are joint applicants for FY 2020 21st CCLC funding support to provide our Success Academy (SA) after-school and summer program in Gainesville. SUCCESS ACADEMY is designed to improve the academic performances and classroom behavior of (85) high-risk, low income, and special needs students during the school year attending Lyman Hall Elementary School (LHES), a K-5 Title I elementary school. The SA summer program will serve (90) youth in the same target population. SUCCESS ACADEMY is also designed to offer literacy improvement for parents/guardians and to increase their participation in their children's educational growth. A notice of intent to apply was published in the Gainesville Times on 11/26/18 and 11/27/18. The application will be available to view on the BGCL website (www.boysgirlsclubs.com) after submittal.

REASON THE NEED EXISTS: BGCL and HCS are located in Hall County, which has a significant amount of industry where most jobs are low or entry level positions that provide very little means of upward mobility. According to the American Community Survey, (30%) of Hall County residents live below the Federal Poverty Level. The US Bureau of Labor shows an unemployment rate of (3%) for Hall County. The targeted student population at LHES are members of the families that are considered high-poverty and qualify for free and reduced school lunch services (more than 95%). According to the previous GMAS Score results of LHES students, (80%) of students are not meeting Math standards while (91%) of students are not meeting English language arts standards. (86%) of LHES 3rd grade students are not meeting the grade level Lexile for reading. (92%) of English Language learners (ELL) are below grade level in English Language Arts while (82%) are below grade level in math. These students are struggling across the board academically in reading, math, social studies, language arts, and science as indicated by their classroom performance.

PROGRAM OPERATION TO MEET THE NEED: Based on collected data including LHES test scores, school improvement plans, feedback from the school staff, parents, and students, Success Academy afterschool and summer program has been designed to serve (85) school year and (90) summer kindergarten through fifth (K-5) grade students at risk for poor performance on school-based benchmarks and grade level measures in reading and math. BGCL CEO Steven Mickens, Success Academy Program Director She'Teriha Lewis, HCS Superintendent Will Schofield, and LHES Principal Angel Rodriguez were all heavily involved in discussing the need for the continuance of the SA program at LHES. BGCL CEO Steven Mickens and HCS Superintendent Will Schofield agreed the need for accessible afterschool programming for LHES that would benefit students academically, behaviorally, and emotionally is still prevalent. LHES is a school in need of improvements in such areas as demonstrated in GMAS scores and the School Improvement Plan.

BGCL, as a charter member of Boys & Girls Clubs of America (BGCA) provides proven and sound research-based academic enrichment programs available to assist students in their academic needs and behavioral development. Those programs include but are not limited to homework help, literacy, leadership, career planning, technology, good character and citizenship development, art, music, healthy habits, and physical fitness activities. In addition, SUCCESS ACADEMY will design and implement fun and engaging STEM-integrated programming to help students improve their math and science understanding while simultaneously strengthening their reading, critical thinking, and team-building skills. BGCL will recruit and provide quality staffing, supervision, and professional development training to carry out these services. All activities will be coordinated with the regular day teachers and be aligned with the Georgia Standards of Excellence (GSE).

The intended outcomes are to improve (60%) of the targeted students' academic math and reading needs, (65%) improve homework completion, and (65%) improve their classroom behavior, and enhance and strengthen their attendance and participation. Our intended outcomes include improving K-5th grade students' academic, social, and behavioral adjustments, progress, and gains over the course of this 21st CCLC grant cycle. Results will be measured throughout the year using universal screeners such as HCS-created reading and math unit assessments, Fountas & Pinnell Benchmark Assessments, and the Development Reading Assessment, Georgia Milestones Assessment System (GMAS) scores, reading and math grades, teacher reports, pre and post-tests, surveys, observations, and attendance records. In addition, the program will provide literacy improvement opportunities for families to further education and language communication skills through our evening and Saturday programming. These activities include, but are not limited to, ESL classes, computer literacy, financial management, and nutrition classes for parents/guardians that want to obtain job and life skills to improve their living conditions. The SUCCESS ACADEMY program will serve as a significant conduit designed to invite, encourage, increase, and engage (50%) of the parents/guardians in literacy improvement and to increase their participation in the students' educational progress and achievements.

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Program Name: Walters Club Success Academy

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal.

LEAD APPLICANT: Boys & Girls Clubs of Lanier (BGCL) has a strong community presence and has been cultivating relationships and partnerships for 64 years. Over our many years of service, our organization currently has over 300 program volunteers annually, including 30 board members, stemming from public and private schools, colleges and universities, civic organizations, other non-profit organizations, and private and corporate businesses. Our organization has strong and solid partnerships with local school districts and numerous community and business entities. As members and service providers of the community, BGCL has developed, worked with, and maintained a long-term collaborative relationship with Hall County School System (HCS). As lead applicants, BGCL administrators and staff including Steven Mickens, CEO, Joyce Wilson, Chief Development Officer, and She' Teriha Lewis, Success Academy Program Director were involved in the initial planning and development to bring stakeholders together to initiate the submission planning process for the application. During our initial planning meeting, our HCS support was renewed and the District requested the continuation of a focus on Lyman Hall Elementary School. The district and targeted school provided the needs assessment data, support for recruitment, transportation, and program space.

COLLABORATION PROCESS/PARTICIPANT PLANNING/MEMBERS/DATES: BGCL and HCS both have been and continue to be actively involved in the planning process through joint data collection and review to determine the needs of the students for the Success Academy program. As

co-applicants in this FY 2020 21st CCLC grant application, BGCL and HCS have worked jointly, since August 2018, to plan, design, and facilitate the "Success Academy" for Lyman Hall Elementary School, a Title I school. From this collaboration, we have determined that we will serve (85) high-risk, low-income, and special needs students at LHES during the after school program and serve (90) students from the same target population during the summer. The process to complete the assessment included BGCL representatives (CEO Steven Mickens and Success Academy Program Director She'Teraha Lewis) meeting with school principal (Principal Angel Rodriguez) to discuss the need for providing services to students and identifying what the needs are and discussing the eligibility requirements for participation, and identifying any barriers for participation. The SUCCESS ACADEMY Program Director, She'Teraha Lewis, has held several meetings throughout 2018 with the principal of LHES, Angel Rodriguez (8/20/18, 10/16/18, 12/6/18) to discuss the purpose of the program as well as to address any questions or concerns. A meeting occurred between BGCL CEO Steven Mickens and Hall County Director of Elementary Schools, Jo Dinnan, to update on existing 21st CCLC programs and discuss the need for new programs (12/17/18). Although, the school system is the primary partner for the program providing significant support and in-kind resources, other conversations with community partners were facilitated as well. Legacy Link and Georgia Mountain Food Bank were contacted to discuss continuing their partnerships with the Success Academy program through BGCL.

BGCL's current SUCCESS ACADEMY program discussed a number of issues at the final 2018 21st CCLC Advisory Council Meeting (12/6/18). Those attending included Qymane Brawner, Positive Place 1 Site Coordinator, Kyna Love, 21st CCLC Curriculum Specialist, Ari Guzman, 21st CCLC Walters Club Unit Director, Heber Lopez, Passion Global enrichment provider, Dominique Allen, 21st CCLC Fair Street Unit Director, Dr. Michael Bush, Pioneer RESA, Gwenell Brown, Fair Street International Academy Principal, Charlene Williams, 21st CCLC Fair Street Club Lead Teacher, Wesley Roach, Enota MIA Principal, Charisma Cheeks, Teen Center Club Member, Angel Rodriguez, Lyman Hall Principal, Antoine Nealey, 21st CCLC Teen Center Club Unit Director, Shay Lewis, 21st CCLC Program Director, and Shannon McGonigal, 21st CCLC Teen Center Club Lead Teacher. At this meeting, Pioneer RESA representative Dr. Michael Bush stated that all monthly 21st CCLC site evaluations had gone well, making note that the tutoring aspect of the program had seen great improvement. SUCCESS ACADEMY Teen Center Club member Charisma Cheeks gave a review of the program, highlighting her success in the program as well as a breakdown of the upcoming emotional wellness project she will be working on in coming months. Heber Lopez, representative from enrichment provider Passion Global, praised the communication of SUCCESS ACADEMY staff making sure the enrichments are in line with program goals. Other notable comments from the meeting included the Positive Behavior and Interventions and Supports (PBIS) training to be administered to SUCCESS ACADEMY Unit Directors, Site Coordinators, and tutors the following week (12/13/18). Incorporating this training for the SUCCESS ACADEMY program will strengthen the link between the school day and out-of-school time as the same training and methods are emphasized for GCSS and HCS faculty and staff. Attendees discussed tutor recruitment as an area of improvement, citing that an increasing the hourly wage and allowing trained paraprofessionals and junior- and senior-level university education majors to serve as tutors. All feedback from the annual meeting provided much insight while all contributions made have been considered when applying for 21st CCLC FY2020 funding.

PRIVATE SCHOOLS INVITATION: In an effort to provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under this program application, certified letters were sent to area-identified private schools (identified in the Private Schools Form) inviting them to participate in the grant planning and to partner in for the grant application (November 2018). There was no response from the letters sent. Another attempt was made to contact the listed private schools through email informing them of two opportunities (12/7/18, 12/18/18) to meet at BGCL to discuss the 21st CCLC funding opportunity; however, there was no response from any of the other identified private schools during the planning process.

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B. Specific Needs (10 Points)

Provide specific and concrete data citing the various achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the subgrant award. Applicants must specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific needs.

DATA COLLECTED AND REVIEWED: The data-collection review process to determine and complete the needs assessment included researching and gathering targeted area information from the target school (LHES), U.S. Census Bureau for Hall County and Gainesville population/racial/age living conditions demographics, housing, and poverty rates, socioeconomic data, the Georgia Department of Labor, and the Georgia Department of Education and the Hall County Profile of Child, Family and Community Well-Being; specifically targeting district graduation and dropout rates, school and student performance, attendance and GMAS scores. Additional data research covered included Georgia Department of Public Health reports on Health Statistics, Adolescent Health and Youth Development, Georgia 2009 Data Summary on physical activity in youth, obesity in children and youth and teen pregnancy rates. Further, we researched BGCL's and LHES's professional development, instructional and technology needs to determine successful program implementation. We researched other providers in the area to determine available services and gaps in services including Juvenile Probation and Children & Family Services Departments.

DEFINED NEEDS DEVELOPMENT: After collecting, reviewing and analyzing the data from the school improvement plan and state-based data; the results indicated that LHES's improvement needs were identified as 1) communicate effectively using written language; 2) increase student ability to comprehend grade-level text; and 3) increase students' ability to be fluent within the four mathematical operations. Special focus will be paid to the subgroups that are flagged in the achievement data. The LHES Hispanic subgroup has a significant percentage score as Beginning Learners (58.2%) and Developing Learners (34.3%) on the ELA GMA. (93%) of ELL score below grade level in English Language Arts and (82%) score below grade level in math in grades 3 and 5, based on GMAS. (95%) of LHES students are Hispanic and or ELL, indicating that this large majority is in need of special focus in ELA, reading, and math.

These sources of information identified specific educational, health, socioeconomic, housing, and criminal high risk factors in our community that has a prominent impact on and places the LHES K-5th grade students at risk. The information also served to aid lead applicant, co-applicant and all 21st CCLC interested and involved partners in developing a set of defined goals to close student performance gaps at Lyman Hall elementary school. As a result, the Success Academy was strategically developed to meet the needs of the targeted students. SA will provide remedial and basic academic services, support and tutoring services as well as enriched after school and summer school programs and other identified essential and supportive services. The targeted student population for the SA after school program will consist of (85) low-income, migratory regular students with a minimum of (5) students with special needs. The SA summer program will consist of (90) students with a minimum of (5) students with special needs from the same target population.

ACHIEVEMENT/SUPPORT SERVICE GAPS IDENTIFIED BY NEEDS ASSESSMENT

PROCESS: Boys & Girls Clubs of Lanier (BGCL) and Lyman Hall Elementary School (LHES) a K-5 Title I elementary school has identified achievement and support service gaps for the SUCCESS ACADEMY after-school and summer program. SUCCESS ACADEMY after school program is designed to improve the academic performances and classroom behavior of (85) high-risk, low-income K-5th grade students with (5) of that total representing students with special needs. The SA summer program will serve (90) students in the same target population with (5) of that total representing students with special needs.

The Georgia State Department of Education GMAS test score data and Direct Reading Assessments indicate in English Language Arts, that (91%) are not meeting GMA standards, (86%) of LHES students are below grade level in reading and (80%) are below grade level in math, of which (95%) are Hispanic and/or ELL. By analyzing the data supplied by the School Improvement Plan revised May 2018, the demographic data, along with GMAS test data, a significant portion of the population at the school needs support to close the gap in reading and especially in math, science, language arts, and social studies. Of specific concern is the low performance of Hispanic students. Corresponding to the academic concerns is the need to decrease the discipline referrals amongst students.

TARGETED COMMUNITY: The targeted community is Lyman Hall Elementary School attendance area located in Gainesville, Georgia in Hall County. Hall County was created on December 15, 1818, from Cherokee lands ceded by the Treaty of Cherokee Agency (1817) and Treaty of Washington (1819). The county is named for Dr. Lyman Hall, a signer of the Declaration of Independence and governor of Georgia as both colony and state. As of the 2010 census, the population was 179,684. Explosive growth is evident, with the 2017 population estimate showing a population of 199,335. Hall County remains extremely rural and many of its residents reside in unincorporated areas, accounting for more than half of the county's population. Of the total population, 62,327 households and 46,122 families resided in the county. Of the 62,327 households, 37.1% had children under the age of 18 living with them, 12.5% had a female householder with no husband present. The 2016 estimated racial makeup of the county was (83.1%) White, (7.5%) Black or African American, (0.2%) American Indian, (1.8%) Asian, and (1.9%) from two or more races. About (27%) of the population are Hispanic or Latino of any race, (62.1%) is White alone, and (28%) of the population speaks a language other than English in the home compared to (13.7%) in the state. The per capita

income for the county was \$24,099. About 13.3% of families and 17.7% of the population are below the poverty line, including 26.8% of those under age 18. Hall County has a significant amount of industry including manufacturing, food service, and poultry with families specifically migrating from Mexico to find employment, and many of these families do not drive or have access to transportation. Most jobs are low or entry level positions that provide very little means of upward mobility. According to the American Community Survey, (30%) of Hall County residents live below 100% of the poverty level. The US Bureau of Labor shows an unemployment rate of (3%) for Hall County.

SPECIFIC COMMUNITY: The LHES attendance zone is located in zip code 30504 in Hall County, Georgia. According to the 2016 Census estimate there are 8,001 households out of which (37.8%) have children under the age of 18 living with them, (52.6%) are married couples living together, (13.1%) are female head of household with no husband present, and (30.2%) are non-families. The median income for a household in the 30504 zip code is \$41,983, and the median income for a family is \$47,230. The per capita income for the area is \$19,671 with about (42%) of families living within 0% - 185% of the poverty line and (25.6%) of the total population are below the poverty line, including (39.8%) of those under age 18.

TARGETED POPULATION: The target population is students who live in Gainesville, Georgia and attend Lyman Hall Elementary School, a K-5 Title I elementary school. For the SA after school program, we will target (85) low-income, low performing, and migratory K-5th grade students, which includes (5) special needs students. The SA summer program will target (90) K-5th students, which includes (5) special needs students, of the same target population. The schools report significantly high percentages of poverty students. LHES has a high percentage of students eligible for the Free/Reduced Lunch Program (over 95%). For the majority of these students the free and reduced lunch program is their only source of nourishment. Given the percentages of children at or below the poverty level at these schools, existing fee-based after-school services are financially out of reach for many families. LHES has an enrollment of 771 students. There is currently a waiting list for after-school services. (95%) LHES students are Hispanic, (3%) White, (1%) Black, and (2%) Multiracial.

TARGETED SCHOOL/GRADES/# OF STUDENTS: The targeted school is LHES. The targeted grades are K-5. The number of students is (85) for the after school program and (90) for the summer program.

ACADEMIC/BEHAVIORAL CRITERIA: Other needs factors include limited English proficiency rates at (90%), and students with disabilities at (10.2%) of the student population.

AGREED UPON NEEDS: School improvement plans are developed annually to reflect the changing needs of the student population. The LHES School Improvement Plan identifies three specific needs (communicate effectively using written language; increase student ability to comprehend grade-level text; and increase students' ability to be fluent within the four mathematical operations) that all address the focus of the SUCCESS ACADEMY program, clearly showing why the proposed project is appropriate for the targeted population; the data researched on The Georgia State Department of Education School Report Card identifies several low performances of students in reading, ELA, and math.

LHES School Improvement needs are identified as follows and are aligned with the focus of the program:

Student achievement will specifically increase the number of students who communicate effectively using written language. This need is stated explicitly on the LHES School Improvement Plan. The Success Academy program will provide tutoring 3 days each week, with time split evenly between math and reading/ELA. Certified teachers will direct tutorial services with the assistance of paraprofessionals and/or high school tutors who will provide academic assistance. Materials to include Developmental Studies along with iLearn and iRead programs will be utilized.

Student achievement will increase ability to comprehend grade-level text. Education and Career Development activities facilitated through Success Academy can improve students' achievement in reading and foster their appreciation for reading as a lifelong hobby. With cooking, team building, and arts/humanities, students develop and strengthen their reading decoding skills, algebra, and geometry. In addition, literacy and reading activities are effective tools for involving family and community members in students' learning process.

Student achievement will increase students' ability to be fluent within the four mathematical operations. Success Academy utilizes BGCA curricula that builds reading, math, and life skills through financial literacy and career development activities. Implementing programs that utilize academic concepts to solve problems allow students to exercise critical thinking that prepare them for future successes.

Parent engagement with academics and learning will increase to fulfill the need expressed through the LHES School Improvement Plan. Success Academy employs a host of parent engagement activities including family nights, financial planning, nutrition classes, technology training, and parent training using the STEP curriculum. Consistent communication between Success Academy and LHES parents will ensure these activities meet the Environment and Climate standard and the Family and Community Partnerships standard established by GAASYD. If the needs are not addressed, LHES students will continue to perform below state standards, which further means they will not be prepared for subsequent years in school, continuing a tradition of under-achievement in LHES students.

LEARNING SUPPORTS: • 100% of parents/guardians will be contacted by teachers every semester. In a collaborative effort with the district and the school, the SUCCESS ACADEMY program afterschool staff will be working in unison with the school day staff to address these identified needs. Collaboration between the Success Academy program and school day staff is encouraged through GAASYD quality standards.

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C. Program Focus (6 Points)

Provide specific information outlining the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process. Be advised that no 21st CCLC program can target a population that excludes participants based on disability, gender, race, or ethnicity.

PROGRAM FOCUS TARGET POPULATION APPROPRIATENESS/RATIONAL: The SUCCESS ACADEMY's 21st CCLC after-school program focus is to provide free after-school tuition to (85) high-risk, low-income, and special needs students children to improve their academic performances and classroom behavior. The SA summer program maintains the same focus while serving (90) students in the same target population. Throughout the 21st CCLC's Success Academy program, based on the identified needs listed in the school improvement plans, and GaDOE state test results; students will receive Boys & Girls Clubs approved programs which include tutoring, guidance, development, and as well as STEAM DISCOVERY integrated enrichment (reading, math, and science), and homework help services. Gaps for each student will be identified by an individualized education plan created by homeroom teachers, the pre- and post-tests jointly designed and developed by the school and after-school staff. The program will use school and after-school staff behavioral and observation reports that may assist us in readily identifying individualized needs or concerns that may not have been apparent before. Certified teachers, paraprofessionals, and college students in their last two years in pursuit of a bachelor's degree in education employed by BGCL will provide tutoring and remedial education services in the targeted subject areas. Certified Lead teachers will ensure that services are in alignment with GMAS standards as well as the specific day school instruction.

ADDRESSING GATHERED DATA COLLECTION/ANALYSIS PROCESS NEEDS: Based on the data collected and the needs analysis, BGCL's staff and contractors will also offer a variety of character, citizenship, nutrition education, life skills, and recreational and physical activities that will benefit the specific needs of each targeted student to serve the whole child. The BGCL curriculum aligns itself with Asset Development, based on research by Search Institute. Developmental assets are 40 key building blocks that young people need to grow up to become caring, competent, and productive. Search Institute Studies reveal a strong, consistent relationship between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. According to the "Asset Approach" model, many factors influence why some young people have successes in life and why others have a harder time. Economic circumstances, genetics, trauma, and many other factors play a role. Research by Search Institute has identified 40 concrete, positive experiences and qualities--"developmental assets" that have a tremendous influence on young people's lives. The developmental asset categories supported by BGCL programs include support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competences, and positive identity. The assets focus on (1) family support, (2) family communication, (6) parent involvement in school, (3) positive adult relationships, (4) caring neighborhood, (7) community values, (9) service to others, (15) positive peer influence, (17) creative activities, (21) achievement & motivation, (23) homework, (25) reading for pleasure, (28) integrity, (29) honesty, (30) responsibility, (35) resistance skills, (36) conflict resolution, (37) personal power, (38), self-esteem, (39) sense of purpose, (40) positive view of future. All Success Academy 21st CCLC after-school programming will be developed and verified to be asset based by the Program Director, Curriculum Specialist as well as the external evaluator, through activity descriptions as

well as surveys.

In alignment with the National Boys & Girls Club movement, BGCL seeks to provide SUCCESS ACADEMY, a high quality after-school program that addresses the contributing factors for youth dropouts. BGCA adopted the Formula for Impact, a research-based theory of change that describes how individual Clubs can increase their impact on youth. The formula begins with targeting the young people who need us most coupled with an outcome driven Club experience to yield priority outcomes of: Academic Success, Good Character and Citizenship and Healthy Lifestyles. Attending the Club more frequently and over a greater length of time increases the likelihood of young people achieving positive outcomes. Success Academy is built on the Formula for Impact theory, which includes five key elements for positive youth development, high-yield activities, targeted programs, and regular attendance as the keys to success. The five key elements for positive youth development outlined in the formula are consistent with the 40 Developmental Assets and ensure a world class Club experience for those youth who actively participate in the programs (safe, positive environment, fun, supportive relationships, opportunities/expectations, and recognition). Members will experience and engage in social-emotional learning, physical activity and play, and enjoy a safe space. The wrap-around services combined with the targeted enrichments will yield the positive youth development and academic outcomes for the program.

SUCCESS ACADEMY PROGRAM FOCUS:

ACADEMIC SUCCESS: Programs in this Core Program Area enable youth to become proficient in basic educational disciplines apply learning to everyday situations and embrace technology to achieve success reading and math.

Tutoring – Core subject specific tutoring services provided by certified day school teachers; group tutorials will also be available for the lower grades where less differentiation is made amongst core subjects. Other tutorials to be provided are iLearn and iRead – online game-based student-driven learning support for math, reading, and science.

Homework Help/Power Hour – Assistance with homework completion provided by BGCL professional development staff. Power Hour helps Club members ages 6-18 achieve academic success by providing homework help and high-yield learning activities and encouraging members to become self-directed learners.

STEM enrichment - Socially engaging, team-building activities that combines every-day life with science and mathematics to add dimension and understanding to these subjects. My.Future is an online technological program that develops Club members' proficiency with modules including digital literacy, computer science, media making, leadership, Positive Club Climate, SMART Girls, and visual arts.

GOOD CHARACTER AND CITIZENSHIP: Programs in this Core Program Area empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities. Also, programs in this area develop young people's capacity to engage in positive behaviors that nurture their own well being, set personal goals, and live successfully as self-sufficient adults.

Art/Drama/Music/Dance Enrichment/The Arts: Programs in this area enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing and dance and music. **National Photography Program:** The new National Photography Program is designed to help Club members go beyond taking simple snapshots and develop the skills to produce photographs that can really impact a viewer.

SMART Moves: The SMART (Skills Mastery and Resistance Training) Moves program is a nationally acclaimed prevention program originally developed in the 1980s with help from prevention specialists and Clubs around the country. Newly revised in 2011, the program incorporates the latest information and approaches that BGCA has learned about effective prevention. Participants will be exposed to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs, and premature sexual activity.

SMART Girls: SMART Girls is a small-group health, fitness, prevention/education, and self-esteem enhancement program designed to meet the developmental needs of girls ages 8-12 and 13-17. Through dynamic sessions, highly participatory activities, field trips and mentoring opportunities with adult women, Club girls explore their own and societal attitudes and values as they build skills for eating right, staying physically fit, getting good health care and developing positive relationships with peers and adults.

Passport to Manhood - Passport to Manhood promotes and teaches responsibility in Club boys ages 8-17. Passport to Manhood consists of 14 sessions, each of which concentrates on a specific aspect of manhood through highly interactive activities. Each Club participant receives his own "passport" to underscore the notion that he is on a personal journey of maturation and growth. Passport to Manhood represents a targeted effort to engage young men in discussions activities that reinforce positive behavior. Passport to Manhood is an excellent complement to SMART Girls.

HEALTHY LIFESTYLES: Programs in this area develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment, and social skills.

Triple Play - Triple Play/Healthy Habits, BGCA's comprehensive health and wellness initiative, strives to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships.

The Success Academy is designed to meet the academic demands of K-5th grade students while providing a comprehensive fun and engaging after-school experience that provides participants a choice of programs. As is indicated in the Program Plan Section and sample schedules provided, the above stated programs will operate throughout the school year, and the summer.

FAMILY LITERACY/INVOLVEMENT FOCUS: The 21st CCLC's Success Academy program, in partnership with the Hall County School System, will also provide opportunities for families to further educational and language opportunities through after-school and evening programming. These include ESL, computer literacy, financial management, and nutrition classes. Family events with an educational focus (Helping Students Learn, etc.) for parents and children to come together will also be held. Parent/Guardians of students participating in the program will be provided with student achievement contract that outlines the role, responsibilities, and expectations of participation in the program.

NON DISCRIMINATION/INCLUSIVENESS: BGCL believes in and practices inclusivity and no child is denied services regardless of disability, gender, race, or ethnicity.

(Word count is 1516)

FY 20 RFP 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION FORM

[Sample Form](#)

An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

Fiscal Agent Name: Boys & Girls Clubs of Lanier, Inc.

Please complete the following form related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

- There are no private schools located within the attendance zone of the school(s) served by the 21st CCLC program.
- There are private schools located within the attendance zone of the school(s) served by the 21st CCLC program and these schools (listed below) were consulted (indicate methods below) prior to the development of the Title IV, Part B, 21st CCLC application. Or, no response was received by the deadline (must have documentation of attempts to contact the nonpublic representative).

Names of private school(s) located within the attendance zone of the school(s) served by the 21st CCLC program:

Academy of Innovation

Eagle Ranch School

Elachee Nature Academy

Lakeview Academy

Lanier Christian Academy

Maranatha Christian Academy

Riverside Military Academy

Private schools that have been contacted and were consulted by the applicant and are electing to RECEIVE services

Private School Name	School Official Contacted Name	School Official Contacted Title	Method of Contact	Date(s) of Consultation	Estimated Number of Students	Describe the Type/Level of Participation
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Private schools that have been contacted and are electing to DECLINE services or have failed to reply by the deadline

Private School Name	School Official Contacted Name	School Official Contacted Title	Phone Number of School Official	Reason(s) for Declining to Participate	No Response by Deadline
Academy of Innovation	Ava White	Director	770-536-6898		<input checked="" type="checkbox"/>
Eagle Ranch School	Eddie Staub	Founder	770-967-8500		<input checked="" type="checkbox"/>
Elachee Nature Academy	Melissa Reid	Director of Schools	770- 535-1976		<input checked="" type="checkbox"/>
Lakeview Academy	John Kennedy	Head of School	770-532-4383		<input checked="" type="checkbox"/>
Lanier Christian Academy	Dwayne Daniels	Upper School Principal	678- 828-8350		<input checked="" type="checkbox"/>
Maranatha Christian Academy	Shari Bell	Assistant Principal	770-536-6334		<input checked="" type="checkbox"/>
Riverside Military Academy	Colonel Robert Cagle	Dean of Academics	770-532-6251		<input checked="" type="checkbox"/>

Schools Served Chart (2019-2020)

Program Name: Walters Club Success Academy

[Sample Form](#)

Name of School(s) Served	County	School Designation (e.g. CSI or TSI)	Grade Span of School(e.g. K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Lyman Hall Elementary School	Hall	N/A	PK-5	798	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	95.0 %	85

FUNDING REQUEST WORKSHEET

Program Name: Walters Club Success Academy

Site Name: Joseph F. Walters Club

	Number of students without disabilities that will receive 21st CCLC services PER DAY in the indicated components	Number of students with disabilities that will receive 21st CCLC services PER DAY in the indicated components	Average number of HOURS per WEEK the program will operate the indicated component	Number of WEEKS per YEAR the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	80	5	15.00	36.00	\$5.05	\$6.30	\$235,170.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00

Non-School Days (Weekend, Holidays)	12	0	3.00	10.00	\$5.05	\$6.30	\$1,818.00
Summer Break	85	5	35.00	7.00	\$5.05	\$6.30	\$112,883.75
Calculated Total							\$349,872.00

FUNDING REQUEST SUMMARY

Program Name: Walters Club Success Academy

Site	Calculated Total*
Joseph F. Walters Club	\$349,872.00
Calculated total of all sites	\$349,872.00
Total allowable budget for this application	\$349,872.00

Program Name: Walters Club Success Academy

II. Budget (10 Total Points)

B. Budget Narrative

In addition to a narrative and, if applicable, documented evidence of a minimum of three months working capital for a period of three consecutive months, **all applicants** must submit a **Budget Summary and Detail Form** for the first year of funding and a **Budget Summary** for years two through five. Please note the **Budget Detail** is not needed for years two through five. A detailed description of each expenditure must be included. Applicants must utilize and follow the *21st CCLC Approved Chart of Accounts*.

Provide a brief and concise narrative of the following:

- a. How the items within the budget support the goals of the program;
- b. How the requested funds were allocated for accomplishing tasks and activities described in the application;
- c. How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;
- d. How 21st CCLC funds will supplement and not supplant other Federal, state, and local funds, and other non-Federal funds; and
- e. How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.
- f. If the applicant plans to implement a program income system, provide a detailed description of the program income system that will be implemented including purpose and costs. Please describe the rationale, the timeline, the rate and amount and how income will be generated.

Non-LEA applicants must also provide a statement in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach in 'Supporting Budget Documentation' an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively implement or administer their proposed program. Likewise, non-LEA applicants must provide a statement in the narrative as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled nolo contendere to any felony, and if so provide an explanation with relevant details.

Non-LEA applicants must also provide a statement in the narrative of their intention to procure and maintain throughout the duration of the grant the following:

1. A fidelity bond in the amount of 25% of the annual award in favor of GaDOE to insure the applicant's performance under the grant; and
2. An insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as

an "additional insured" and "certificate holder" for liability coverage. If a fiscal agent is awarded more than one grant, they must increase the general liability by \$250,000 for each grant with a cap of \$2,000,000 per fiscal agent. The cost for the general liability policy will then be prorated equally amongst each subgrantee for the fiscal agent.

a. How the items within the budget support the goals of the program: All budgeted items (staffing, educational materials, supplies, equipment, professional development, safety, transportation, oversight, grant management, and the evaluation) align with and support the three identified Success Academy's 21st CCLC goals of serving (85) low-income, special needs students after school, and (90) low-income, special needs students during the summer with school academic and enrichment improvement instruction and the means to evaluate our outcomes. Those goals are Goal # 1: Success Academy students will improve their academic performances; Goal # 2: Success Academy students will improve classroom behavior; and, Goal # 3: Success Academy parents/guardians will participate in literacy improvement education services and increase involvement/participation in students' educational process. With each of those goals, we have identified our measurable objectives, methods of measure, activities to accomplish those objectives, and the timelines in which we anticipate attainment. Every aspect of our Success Academy 21st CCLC program budget is designed to support the goals of the program and ensure a successful outcome.

b. How the requested funds were allocated for accomplishing tasks and activities described in the application: Funds were allocated based on the identified after-school and summer school student needs, program goals, objectives, activities, and resources essential for successful implementation through joint planning efforts. Of this budget total, instruction and pupil services is \$260,283 as identified in function codes 1000 and 2100 to support the engaging STEM integrated and technology-driven high-yield learning programs; transportation services for safe passage home from the school site is \$30,240 indicated in code 2700. Administrative staffing cost will not exceed 10% of total grant award; proposed budget shows a total of \$28,154 in designated function codes 2230 & 2500 (excludes audit, bond, background checks, and indirect cost). A (1.78%) administrative cost has been added to the budget to cover all costs associated with the management of the grant for a total of \$6217.75 per year. External evaluation service will not exceed 3% of the award and is budgeted at only (2.53%) for a total of \$8,850 per year. Remaining costs are allocated for items such as facility maintenance in order to support a clean, safe, and positive learning environment, \$8400. Furthermore, professional development for staff and volunteers, including curriculum alignment, have costs allocated in 2210 at \$3900. BGCL will be the fiscal agent in charge of this project; designated reserve dollars have been identified and documented as identified in this application to use for the initial three-month guaranteed program launch while the agency awaits reimbursement.

c. How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes: The Success Academy's high-quality program design will benefit (85) students and their parents/guardians during the after school program and (90) students and their parents/guardians during the summer program. All costs including major costs indicated in the budget summary are reasonable and necessary in relation to the number of students to be served, the quality contact services, and essential program implementation supplies in that the total budget for year one is \$349,871. The average cost per student is \$4,116 for one full year. All expenses will be reviewed using State DOE and Federal EDGAR guidelines and will follow the 21st CCLC Non-Regulatory Guidance to ensure appropriateness and to determine if the expenditures are reasonable and necessary. Success Academy's project scope and anticipated outcomes include (100%) of the (85) students (after school) and (90) students (summer) will receive high quality after-school and summer school academic improvement and enrichment services. Of those served, (60%) of the students will show gains in reading and math, and (65%) will show gains in homework completion and improvement in classroom behavior. Further, (50%) of their parents/guardians will benefit from literacy support and improvement services and increase their involvement with the students' academic progress.

d. How 21st CCLC funds will supplement and not supplant other Federal, state, and local funds, and other non-Federal funds: The Success Academy 21st CCLC program funding application will supplement and not supplant other Federal, state, and local funds and other non-federal funds. Additionally, BGCL is committed to the program's success through our own in-kind utilization of existing employees in the finance department to support services. BGCL employs a full time CEO and has two employees devoted to fiscal management and audit requirements. BGCL's audit through our external contracted CPA firm will be able to document use of funds through our audited financial statements. The Governance Board will also review the expenditures at each meeting. The total amount for the FY 2020 grant year is \$349,871. The detailed budget form is included in proposal. Descriptions of expenditures by function code are listed and identified in the budget details section of this application.

e. How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures: The positions, designed to ensure adequate staff to student ratios include program director, site director, curriculum specialists, certified and tutorial instructors, and parent instructors. The salaries are reasonable, necessary, consistent with the demographic area as supported in the uploaded wage information, and adhere to BGCL's policies and procedures.

f. BGCL does not plan to implement a program income system for the 21st CCLC Success Academy program.

There is no pending litigation against BGCL. Neither BGCL nor any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled nolo contendere to any felony.

As a non-LEA applicant receiving 21st CCLC funds for FY 19, if we are awarded funding, BGCL will maintain the current fidelity bond in the amount of 25% of the annual award in favor of GaDOE to insure BGCL's performance under the grant.

Also, as a non-LEA applicant receiving 21st CCLC funds for FY 19, if we are awarded funding, BGCL will maintain the current insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage. Because BGCL is the recipient of more than one grant, we have increased the general liability by \$250,000 for each grant with a cap of \$2,000,000.

(Word count is 1000)

WORKING CAPITAL ANALYSIS WORKSHEET
2019-2020

Applicant Name: Boys & Girls Clubs of Lanier, Inc.

Include information from the fiscal agent's most recent audited financial statements. If audited financial statements are not available, then please input information based on the most recent financial statements (e.g. Trial Balance, Balance Sheet) available.

Date of most recent audit: 12/31/2017
Cash and cash equivalents* \$ 969,777.00

Calculation of recommended working capital requirement:
Proposed annual budget of the 21st CCLC program \$ 349,872.00
Number of months of operation (including summer, if applicable) 12
Estimated monthly working capital requirement \$29,156.00
Necessary working capital for 3 month period \$87,468.00

Results:
Are cash and cash equivalents greater than needed working capital? Yes

FY20 RFP Budget Details For Year 1 (FY20)

Program name: Walters Club Success Academy
Fiscal agent name: Boys & Girls Clubs of Lanier, Inc.
Budget updated on (date): 01/24/2019

					Sum:	\$349,872.00	Maximum Amount Allowed: \$349,872.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2020	1000 / 110	1000	110	9	\$4,950.00	\$44,550.00	Tutorial Instructors: Teachers providing math and reading tutoring activities, with a 1:10 ratio. 9 tutor, \$25/hr, 4.5hr/week, plus 1 hour of lesson

							planning per week, 36 weeks of Afterschool program
2020	1000 / 110	1000	110	9	\$1,925.00	\$17,325.00	Tutorial Instructors: Teachers providing math and reading tutoring activities, with a 1:10 ratio. 9 tutors, \$25/hr, 10hr/week, plus 1 hour of planning per week, 7 weeks of Summer Camp program
2020	1000 / 110	1000	110	1	\$12,600.00	\$12,600.00	Lead Teacher - \$35/hr, 10hr/week, 36 weeks of Afterschool
2020	1000 / 110	1000	110	1	\$2,940.00	\$2,940.00	Lead Teacher - \$35/hr, 12h/week, 7 weeks of Summer Camp program
2020	1000 / 140	1000	140	6	\$7,400.00	\$44,400.00	Youth Development Professional at 1:15 ratio. 6 YDP, \$10/hr, 20hr/week for program time, setup, and lesson planning, 36 weeks of Afterschool Program, plus 1 week of training prior to start.
2020	1000 / 140	1000	140	1	\$300.00	\$300.00	Youth Development Professional at 1:15 ratio: 1 YDP, \$10/hr, 3hr/week, 10 sessions for Saturday Learning Lab
2020	1000 / 140	1000	140	6	\$2,800.00	\$16,800.00	Youth Development Professional at 1:15 ratio: 6 YDP, \$10/hr, 35hr/week, 7 weeks of Summer Camp, plus 1 week of training prior to start
2020	1000 / 140	1000	140	2	\$1,440.00	\$2,880.00	Youth Development Professional - Parent Education Activities - extended hours - 2 YDP, \$10/hr, 4hr/week, 36 weeks of Afterschool Program
2020	1000 / 200	1000	200	6	\$908.00	\$5,448.00	Youth Development Professional Benefits FICA (.0765)= \$566, workers comp (.0173)=\$128, unemployment (.029)=\$214 - Afterschool Program
2020	1000 / 200	1000	200	2	\$35.00	\$70.00	Youth Development Professional Benefits FICA (.0765)=\$22, workers comp (.0173)=\$5, unemployment (.029)=\$8 - Saturday Learning Lab

2020	1000 / 200	1000	200	6	\$343.00	\$2,058.00	Youth Development Professional Benefits FICA (.0765)=\$214, workers comp (.0173)=\$48, unemployment (.029)=\$81 - Summer Camp
2020	1000 / 200	1000	200	2	\$175.00	\$350.00	Youth Development Professional Benefits FICA (.0765)=\$110, workers comp (.0173)=\$24, unemployment (.029)=\$41 - for extended hours Parent Education
2020	1000 / 300	1000	300	3	\$7,200.00	\$21,600.00	Enrichment Contractors 1:15 ratio at \$50/hr, 4hr/week, 36 weeks of Afterschool Program
2020	1000 / 300	1000	300	4	\$1,400.00	\$5,600.00	Enrichment Contractors 1:15 ratio at \$50/hour, 4 hours/week, 7 weeks of Summer Camp program
2020	1000 / 610	1000	610	1	\$6,500.00	\$6,500.00	General Materials/Supplies for Academic and Enrichment Activities to include: games, notebooks, paper, pencils, crayons, paint, canvasses, brushes, etc.
2020	1000 / 616	1000	616	1	\$1,300.00	\$1,300.00	iRead Scholastic Software License - for reading remediation and assessment = \$6500 (1/5 of total cost)
2020	1000 / 642	1000	642	1	\$1,000.00	\$1,000.00	Books including Readers Theatre, book sets for Book Club per grade level, etc.
2020	2100 / 177	2100	177	1	\$14,250.00	\$14,250.00	Parent Coordinator - to organize and implement family education and engagement activities. Maintains communication with parents/guardians, school personnel, partner agencies, etc. \$15/hour, 25 hour/week, 38 weeks - Afterschool Program, registration, training
2020	2100 / 177	2100	177	1	\$4,050.00	\$4,050.00	Parent Coordinator - to organize and implement family education and engagement activities. Maintains

							communication with parents/guardians, school personnel, partner agencies, etc. \$15/hour, 30 hours/weeks, 9 weeks - Summer Camp Program, registration, and training
2020	2100 / 191	2100	191	1	\$21,600.00	\$21,600.00	Site Coordinator - oversight of daily operations including facilities management, program and staff supervision, etc. \$18/hour, 30 hour/week, 40 weeks - Afterschool program, registration, training
2020	2100 / 191	2100	191	1	\$6,300.00	\$6,300.00	Site Coordinator - oversight of daily operations including facilities, management, program and staff supervision, etc. \$18/hour, 35 hour/week, 10 weeks - Summer Camp program, registration, training
2020	2100 / 200	2100	200	1	\$1,749.00	\$1,749.00	Parent Coordinator Benefits FICA (.0765)=\$1090, workers comp (.0173)=\$246, unemployment (.029)=\$413 - Afterschool Program
2020	2100 / 200	2100	200	1	\$496.00	\$496.00	Parent Coordinator Benefits FICA (.0765)=\$309, workers comp (.0173)=\$70, unemployment (.029)=\$117 - Summer Camp program
2020	2100 / 200	2100	200	1	\$2,651.00	\$2,651.00	Site Coordinator Benefits FICA (.0765)=\$1652, workers comp (.0173)=\$373, unemployment (.029)=\$626 - Afterschool Program
2020	2100 / 200	2100	200	1	\$771.00	\$771.00	Site Coordinator Benefits FICA (.0765)=\$481, workers comp (.0173)=\$108, unemployment (.029)=\$182 - Summer Camp Program
2020	2100 / 300	2100	300	1	\$2,700.00	\$2,700.00	Parent Education/Engagement Instructors - \$25/hour, 3 hours/week, 36 weeks - Afterschool program

2020	2100 / 610	2100	610	20	\$105.00	\$2,100.00	General Materials/Supplies for Parent Education and Engagement Activities including parent orientation, lights on afterschool, literacy education, etc. Supplies may include food items, not to exceed \$3.50 per attendee, paper products, games, etc. 2 events per month.
2020	2100 / 810	2100	810	6	\$1,275.00	\$7,650.00	Educational Field Trips as a complement to academic programming, with preapproval from GaDOE, \$15/student, 85 students
2020	2100 / 191	2100	191	1	\$6,233.00	\$6,233.00	Curriculum Specialist - coordinates and manages curriculum alignment with school day, targeted programs lesson planning and assessment, and data collection and analysis - \$18/hour, 6.6 hour/week, 52 weeks
2020	2100 / 200	2100	200	1	\$500.00	\$500.00	Curriculum Specialist - Benefits -Medical, Dental, Life (\$250/month - 1/6 allocated towards grant)
2020	2100 / 200	2100	200	1	\$249.00	\$249.00	Curriculum Specialist - Benefits - Pension (.04)
2020	2100 / 200	2100	200	1	\$763.00	\$763.00	Curriculum Specialist Benefits FICA (.0765)=\$476, workers comp (.0173)=\$107, unemployment (.029)=\$180
2020	2210 / 300	2210	300	3	\$300.00	\$900.00	Professional Development - on-site for program staff and contractors - "train the trainer". All Professional Learning opportunities will be preapproved by the GaDOE
2020	2210 / 580	2210	580	1	\$1,500.00	\$1,500.00	Professional Development - travel to and from 21st CCLC approved conferences, including GA ASYD, Annual Subgrantee Training, 21st CCLC related workshops for Program Director, Curriculum Specialist, Site Coordinator,

							Program Staff, Contractors, and Volunteers - with preapproval from GaDOE
2020	2210 / 810	2210	810	1	\$1,500.00	\$1,500.00	Professional Development - registration fees for 21st CCLC approved conferences, including GA ASYD, Annual Subgrantee Training, 21st CCLC related workshops for Program Director, Curriculum Specialist, Site Coordinator, Program Staff, Contractors, and Volunteers - with preapproval from GaDOE
2020	2230 / 142	2230	142	1	\$12,487.00	\$12,487.00	Data Clerk - 21st CCLC data entry and management in Cayen. \$15/hour, 22.5 hour week, 37 week - Afterschool, registration
2020	2230 / 142	2230	142	1	\$3,000.00	\$3,000.00	Data Clerk - 21st CCLC data entry and management in Cayen, \$15/hour, 25h/week, 8 weeks - Summer Camp, registration
2020	1000 / 616	1000	616	10	\$250.00	\$2,500.00	10 Chromebooks or iPads at \$250/unit for mobile technology lab use during academic and enrichment program time
2020	2230 / 190	2230	190	1	\$8,923.00	\$8,923.00	Program Director - oversight of 21st CCLC program (1/6 of time allocated towards grant) - \$26/hour, 6.6 hours/week, 52 weeks
2020	2230 / 200	2230	200	1	\$1,533.00	\$1,533.00	Data Clerk Benefits FICA (.0765)=\$955, workers comp (.0173)=\$216, unemployment (.029)=\$362 - Afterschool
2020	2230 / 200	2230	200	1	\$367.00	\$367.00	Data Clerk Benefits FICA (.0765)=\$229, workers comp (.0173)=\$51, unemployment (.029)=\$87 - Summer Camp
2020	2230 / 200	2230	200	1	\$1,094.00	\$1,094.00	Program Director Benefits FICA (.0765)=\$682, workers comp (.0173)=\$154, unemployment

							(.029)=\$258
2020	2230 / 300	2230	300	1	\$2,152.00	\$2,152.00	Financial Audit - 10.5% of budgeted review devoted to 21st CCLC - budgeted audit expense is \$20,500
2020	2230 / 332	2230	332	25	\$55.00	\$1,375.00	Background Checks: National & State background checks for staff, tutors, enrichment instructors, and other contractors, volunteers
2020	2230 / 520	2230	520	1	\$300.00	\$300.00	Cost of Surety Bonds, as required by GaDOE
2020	2230 / 610	2230	610	1	\$750.00	\$750.00	General Office Supplies - paper, printer, printer ink, staplers, file folders, flip charts, etc.
2020	2300 / 880	2300	880	1	\$6,218.00	\$6,218.00	Costs incurred by contractor. Used to partially fund costs incurred for common expenses to operate grant - human resources, accounting/payroll, leadership, etc.
2020	2600 / 300	2600	300	12	\$700.00	\$8,400.00	Cleaning services - contracted for maintenance of program space. Total amount = \$3400 per month (20% allocated to grant)
2020	2700 / 511	2700	511	1	\$25,200.00	\$25,200.00	Transportation Services - contracted from Hall County Schools - 10 miles/day, 180 days, \$2/mile = \$3600. Plus 3 drivers at \$20/hour, 2 hour/day, 180 days=\$21600. Any amount in excess of \$25200 will be a gift in-kind from school system.
2020	2700 / 519	2700	519	7	\$720.00	\$5,040.00	Field Trip Transportation: 100 miles, \$2/mile, 2 busses = \$400. Plus, 2 drivers, 8hours/day, \$20/hour=\$320
2020	2900 / 300	2900	300	1	\$8,850.00	\$8,850.00	Evaluation Services for the grant program, not to exceed 3% of the grant award.

Georgia Department of Education
21st Century Community Learning Centers RFP Budget Summary (10 points)

	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)	Year 5 (FY24)
Maximum Amount Allowed	\$349,872.00	\$349,872.00	\$349,872.00	\$314,884.80	\$279,897.60

Function Code	Descriptions	Amount	%								
1000	Instruction	\$188,221.00	53.8	\$188,221.00	53.8	\$188,221.00	53.8	\$169,398.90	53.8	\$150,576.80	53.8
2100	Pupil Services	\$72,062.00	20.6	\$72,062.00	20.6	\$72,062.00	20.6	\$64,855.80	20.6	\$57,649.60	20.6
2210	Improvement Instructional Services	\$3,900.00	1.11	\$3,900.00	1.11	\$3,900.00	1.11	\$3,510.00	1.11	\$3,120.00	1.11
2213	Instructional Training	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$31,981.00	9.14	\$31,981.00	9.14	\$31,981.00	9.14	\$28,782.90	9.14	\$25,584.80	9.14
2300	General Administration (for Federal Indirect Cost)	\$6,218.00	1.78	\$6,217.75	1.78	\$6,217.75	1.78	\$5,595.70	1.78	\$4,974.20	1.78
2500	Support Services - Business	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2600	Maintenance and Operation of Plant Services	\$8,400.00	2.4	\$8,400.00	2.4	\$8,400.00	2.4	\$7,560.00	2.4	\$6,720.00	2.4
2700	Student Transportation	\$30,240.00	8.64	\$30,240.00	8.64	\$30,240.00	8.64	\$27,216.00	8.64	\$24,192.00	8.64
2900	Other Support Services	\$8,850.00	2.53	\$8,850.00	2.53	\$8,850.00	2.53	\$7,965.00	2.53	\$7,080.00	2.53
	Total	\$349,872.00		\$349,872.00		\$349,872.00		\$314,884.00		\$279,897.00	

Allocation check for key areas:		Amount	%								
	Instruction and Pupil Services (1000 and 2100)	260,283.00	74.4	260,283.00	74.4	260,283.00	74.4	234,254.70	74.4	208,226.40	74.4
	Administrative Expenses (2230, 2300 and 2500)	38,199.00	10.92	38,198.75	10.92	38,198.75	10.92	34,378.60	10.92	30,559.00	10.92
Code	Less:										
2230/300	Audit	\$2,152.00	0.62	\$2,152.00	0.62	\$2,152.00	0.62	\$1,936.80	0.62	\$1,721.60	0.62
2230/332	National Criminal Background Checks	\$1,375.00	0.39	\$1,375.00	0.39	\$1,375.00	0.39	\$1,237.50	0.39	\$1,100.00	0.39
2230/520	Surety bond	300.00	0.09	\$300.00	0.09	\$300.00	0.09	\$270.00	0.09	\$240.00	0.09
2300/880	Indirect costs	\$6,218.00	1.78	\$6,217.75	1.78	\$6,217.75	1.78	\$5,595.90	1.78	\$4,974.20	1.78
	Sub-Total	\$10,045.00	2.88	\$10,044.75	2.88	\$10,044.75	2.88	\$9,040.20	2.88	\$8,035.80	2.88
	Net Administrative Expenses	\$28,154.00	8.04	\$28,154.00	8.04	\$28,154.00	8.04	\$25,338.40	8.04	\$22,523.20	8.04
2900/300	External Evaluation expense	\$8,850.00	2.53	\$8,850.00	2.53	\$8,850.00	2.53	\$7,965.00	2.53	\$7,080.00	2.53
Validations:											
	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE									
	Net Administrative expense is 10% or lower	TRUE									
	External Evaluation expense is 3% or lower	TRUE									

Supporting Budget Documents

a. Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program. See 29 U.S.C.A. § 207(g)(2). Services are to be provided outside of the regular school day or during periods when school is

not in session; therefore, we do not consider the program a continuation of an educators regular day. All salaries and wages must be consistent with the policies and procedures of the applicant agency. Proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project (<http://www.bls.gov/oes/current/oessrcma.htm>).

- b. All new non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the Working Capital Analysis Worksheet, such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months.

Non-LEA applicants currently operating a 21st CCLC program in FY19 are not required to include the financial audit and financial statements with their applications.

All non-LEA applicants, excluding IHE applicants, must also include the, most recent Form 990 "Return of Organization Exempt from Income Tax" (if applicable). If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and still include the applicable bank statements (e.g. primary saving and checking accounts) from the most current three months.

Uploaded proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project when applicant agency policies and procedures do not define salaries and wages.

Wages PDF

[Download a copy of Boys&G_wages_100.pdf](#)

Audit and Financial Statements

[Download a copy of Boys&G_financials_100.pdf](#)

• Non-LEA Applicants Only

In addition to the above narrative and budget information, all new non-LEA applicants must also submit copies of their organization's most recent year's independently audited financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Non-LEA applicants currently operating a 21st CCLC program in FY19 are not required to include this financial audit with their applications.

The submission must also include the audit opinion, the balance sheet, statements of income, most recent Form 990 "Return of Organization Exempt from Income Tax" (if applicable), retained earnings, cash flows, and the notes to the financial statements. If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and instead should submit a copy of applicable bank statements (e.g. primary saving and checking accounts) from the most current six months.

Are you currently operating a 21st CCLC program in FY19? Yes No

[As a Non-LEA applicants currently operating a 21st CCLC program in FY19, you are not required to include a financial audit.](#)

Is there any pending litigation against the organization? Yes No

Non-LEA applicants must also provide a statement in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach below an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively

implement or administer their proposed program. Likewise, non-LEA applicants must provide a statement in the narrative as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled *nolo contendere* to any felony, and if so provide an explanation with relevant details.

Has the organization or any of the organization's employees, agents, independent contractors, or subcontractors been convicted of, pled guilty to, or pled *nolo contendere* to any felony? Yes No

Program Name: Walters Club Success Academy

A. Program Plan - History of Success

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students. The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program.

The applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs identified in the needs assessment process, and align activities with the Georgia Standards of Excellence. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans.

The program plan must also address how the program will increase family's support for student's learning and ensure family members of participating students will be actively engaged in their children's education. Describe the services that will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals, including opportunities for literacy and related educational development for the families of the children served by the program. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning, relational, collaborative and interactive.

HISTORY OF SUCCESS: Boys & Girls Clubs of Lanier (BGCL) is a 64-year-old non-profit, community-based organization that serves over 6,000 youth annually through school day, after school and summer youth development programs in Gainesville, Georgia and the surrounding Hall County and Forsyth County communities. The mission of BGCL is to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, caring, responsible citizens. BGCL has extensive experience providing universal access and age-appropriate services and activities for low-income, underserved, underrepresented, and special needs at-risk youth from ages 5-18. We have always provided engaging and fun educational, social, physical, recreational, character, and leadership development activities, where students are tutored, coached, and mentored by trained and caring professional staff. BGCL is youth-focused and to meet individual and group needs. As a member of Boys & Girls Clubs of America, we have been recording, tracking, and documenting individual and group progress in many academic, behavioral, social, health, and fitness areas.

Of the 6,000 youth we serve in Hall and Forsyth Counties, 73% of participants are economically disadvantaged and 88% of the youth served identify as minorities. The current priority outcomes and indicators with which the organization measures success of the Clubs show that 100% of the teens that regularly attend the Teen Center Club graduate from high school; 80% of members believe the Clubs help them make responsible choices and resist negative behaviors; 65% of Club members participated in at least 1 hour of physical activity five days a week; and over 3,600 youth participated in the Club and school-based Club Fit & Falcon Fitness programs.

We are confident in our organization's capacity to carry out the activities of the SUCCESS ACADEMY Project and yield results in meeting the statutory purposes and requirements of this 21st

CCLC FY-2020 grant application. BGCL has experienced past and current successes in meeting all goals, objectives, and outcomes- based indicators in previously awarded grants. Some of those recent grants include:

1. 21st Century CCLC 2018 @ \$1,981,376
2. OJP/Federal 2018 @ \$34,200
3. Ga. Alliance of Boys & Girls Clubs Pass Through/Federal @ \$364,750
4. Falcons/Foundation @ \$100,000
5. USDA CACFP At-Risk Afterschool Snack Program/Federal @ \$35,000

Previous 21st CCLC Program Implementation Success: BGCL was the recipient of four 21st CCLC 5-year grants for the FY 2015 grant-funding period. One grant funds the Joseph F. Walters Club Success Academy program, which targets students from a Hall County school - Lyman Hall Elementary. The second grant funds the Positive Place 2 Success Academy program, which targets students at Gainesville City Elementary Schools-Centennial Arts Academy, Enota Multiple Intelligences Academy, Fair Street International Academy, and New Holland Knowledge Academy. The third grant funds the Fair Street Success Academy program, which targets Fair Street International Academy students. The fourth grant funds the Teen Center Success Academy program, which targets Gainesville Middle School and Gainesville High School students. In 2017 – 2018, BGCL Walters Club Success Academy was successful in meeting eight out of ten objectives, with the two objectives not being met relating to reading and English Language Arts, a weak area for the targeted population, largely composed of Hispanic youth.

1. Attendance/Enrollment: The number of regularly participating students as compared to the number of students enrolled was very high at 82%. All of the students were actively engaged in both the academic and the enrichment activities.

2. Evaluation Satisfaction Survey: reports identified that (90%) of the students responded with an average of (94%) indicating, they liked the 21st CCLC program, their class behavior of completing assignments, turning in homework, and participation improved. They felt better about themselves and their abilities, making new friends and their academics improved. (90%) of the teachers responded indicating that an average of (84%) of the students had demonstrated improvement in turning in homework, and (79%) improvement in class participation and in academic performances. The parent responses indicated that (93%) of parents felt the program helped their children improve behavior and in completing and turning in homework by (95%). (100%) of parents are satisfied with the Walters Club Success Academy program.

3. Observation Reports: Boys & Girls Clubs offers each student homework help, tutorial instructional activities based on specific needs documented by the day teacher and confirmed by the after-school teacher, various enrichment activities on site, and opportunity for enrichment through community service. Differentiation was used in many learning activities, in many classrooms because of ability grouping, as suggested by school day administrators, during the tutorial sessions. The 21st Century environment built throughout the year continually provided access to age appropriate learning tools, such as tablet PCs and interactive online practice that gives student instant feedback. Additionally, engaging community specialists, such as trained and certified art instructors, drama teachers, and fitness instructors were brought in to provide standards-based enrichment opportunities for students to experience ideas and activities outside their normal scope.

Program plan/Implementation:

BGCL, as a charter member of Boys & Girls Clubs of America (BGCA) provides proven and sound research-based academic enrichment programs available to assist students in their academic needs and behavioral development. Those programs include but are not limited to homework help, literacy, leadership, career planning, technology, good character and citizenship development, art, music, healthy habits, and physical fitness activities. In addition, SUCCESS ACADEMY will design and implement fun and engaging STEM-integrated programs to help students improve their math and science understanding while simultaneously strengthening their reading, critical thinking, and team-building skills. BGCL will recruit and provide quality staffing, supervision, and professional development training to carry out these services. All activities will be coordinated with the regular day teachers and be aligned with the Georgia Standards of Excellence (GSE).

As stated in the needs assessment, SA programming will ensure: 1) Students improve their ability to communicate effectively using written language; 2) Students will increase their ability to comprehend grade-level text; and 3) Students will increase their ability to be fluent within the four mathematical operations. These needs are explicitly stated in the LHES School Improvement Plan.

To meet these needs, the intended outcomes for the SA program are to improve (60%) of the targeted students' academic math and reading needs and improve (65%) of the targeted students' homework completion (academic achievement), while (65%) will improve their classroom behavior, and enhance and strengthen their attendance and participation (classroom behavior), and invite, encourage, increase, and engage (50%) of the parents/guardians in literacy and education activities at least two times each school year and engage (50%) of parents/guardians in the students' educational progress and achievements at least two times each school year (family engagement). These outcomes include improving K-5th grade students' academic, social, and behavioral adjustments, progress, and gains over the course of this 21st CCLC grant cycle. Results will be measured throughout the year using universal screeners such as HCS-created reading and math unit assessments, Fountas & Pinnell Benchmark Assessments, and the Development Reading Assessment, GA Milestones Assessment System (GMAS) scores, teacher reports, pre and post-tests, surveys, observations, and attendance records. In addition, the program will provide literacy improvement opportunities for families to further education and language communication skills through our evening and Saturday programming. These activities include, but are not limited to, ESL classes, computer literacy, financial management, and nutrition classes for parents/guardians that want to obtain job and life skills to improve their living conditions.

Strategies to improve student academic achievement include tutorial services, homework help, education and career development, science and technology programs, and STEM enrichment. Tutorial Services will be provided to students in reading and math. Materials presented to students will be based on individual needs reflective of their school day benchmark assessments and GMAS scores in reading and math. Additionally, tutorials will be aligned with the school-based curriculum maps and day school teacher reports. Methods - GSE – ELAGSEK-5.RI, RL, RF, W, SL, L and MGSEK-5.MD, NBT, OA (Reading/Math K-5).

Homework Help/Power Hour will provide resource-rich environments, tutoring and introduce activities that build on what children learn in school. The program staff provides time, a place, and support in helping children complete homework. Methods - GSE – ELAGSEK-5.RI, RF, W, SL, L and MGSEK-5.MD, NBT, OA, NF, G (Reading/Math K-5).

Education and Career Development activities can improve students' achievement in reading and foster their appreciation for reading as a lifelong hobby. With cooking, team building, and arts/humanities, students develop and strengthen their reading decoding skills, algebra, and geometry. In addition, literacy and reading activities are effective tools for involving family and community members in students' learning process. Methods – GSE – ELAGSEK-5 ALL strands /MGSEK-5.NF, OA, NBT.

Science and Technology program will provide after-school science (STEM lab), keyboarding, and Internet usage class (technology lab). Methods - GPS – ELAGSEK-5.RI, RL, W and MGSEK-5 ALL.

STEM Integrated Enrichment – Socially engaging, team building activities exploring the adventure of discovering the mysteries of math and science. Access to STEM activities contributes to the programming & youth development quality standard established by GAASYD. Methods – GSE-ELAGSEK-5.RI, RL, RF/ MGSEK-5.OA, NBT, MD, NF, G.

Strategies to improve overall student success include health, sports, and life skills activities, character education and citizenship classes, art and music enrichment, and social competence and conflict resolution activities.

Health, Sports, & Life Skills provides group and individual sports for girls and boys, a powerful character tool that builds an ethic of hard work and goal setting. Curriculum which is accepted within the public education sector will be used which will teach students to develop daily physical activity, good nutrition and healthy relationships. Methods – GSE, ELAGSEK-5.SL, L. BGCA curriculum Triple Play and inclusion in club sports leagues and other outdoor recreation will be utilized. Physical fitness opportunities are part of the health & well-being quality standard established by GAASYD.

Character Education & Citizenship classes in leadership, service learning, and character will be offered to students. Through modeling, reinforcement, and practice, staff help children demonstrate and accept positive values in addition to resistance skills. Good decision-making is also a key learning component to the character education component. Service Learning develops civic awareness while making meaningful contributions to their communities. Methods - GSE -ELAGSEK-5.SL, L, W. BGCA's Torch Club Model will be implemented. Additionally, Smart Girls, Smart Moves, and Passport to Manhood character and decision-making curriculum will be integrated into the enrichment activities.

Art/Music enrichment provides self-exploration, a greater sense of imagination and creativity, which benefits children's experience in an arts/humanities program. Secondly, arts programs support improved academic performance. Enrichment activities include drama, music, art, dance, crafts, art history, and poetry integrating technology-based mediums. Methods - GSE ELAGSEK- 5.RI, RL, RF, W, SL, L - dance, theatre, music, and visual arts (includes photography). BGCL will offer National Photography program, which encourages members to learn and practice various photography methods. The goal of each component is to teach the use of photography as an art and a vocation. Additional art/music curriculum activities will be designed and implemented by professionals in the field.

Social Competence & Conflict Resolution - Social competence and conflict resolution curriculum activities help make programs emotionally and socially comfortable. Staff will educate children in understanding natural and logical consequences and encourage them to accept responsibility for their behaviors. Methods - GSE -ELAGSEK-5.L, SL, W.

Strategies to improve family engagement include community resource seminars such as English and Spanish curriculum, financial planning, nutrition classes, technology training, and parent training through the STEP curriculum. Family involvement will be established through extended weekday hours for technology, reading center, and club access, family nights, and service learning opportunities. Family & community involvement is a quality standard for GAASYD.

Extended weekday hours for technology, reading center, and club access. Highly qualified support staff will be available in computer lab and reading center to provide proper training. Family Nights with various themes such as Dinner and Read Night will be held throughout the year to increase parental involvement. Highly qualified support staff will be available at each event to ensure success. Reading and math will be the focus of all events along with parental involvement. Service Learning, according to the Georgia State DOE, service learning benefits students of all ages, abilities, and backgrounds; increases levels of understanding, retention, and academic performance; gives students a sense of ownership; improves self-concept; fosters a sense of compassion for others and civic responsibility and increases motivation and interests in learning. Family community service projects is a process through which people develop their civic awareness while making meaningful contributions to their communities. Classes will encourage civic responsibility, volunteering, leadership skills, and character development. Resources - Enrichment Program Instructors are part-time and will provide instructional activities as scheduled for specific programs. Qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching.

(Word count is 2078)

Goals

Goal # 1 (a) Student Academic Achievement - states Success Academy students will improve their academic performances. Measurable Objectives and measurement tools (b) for this goal include: 1) 60% of students participating in the program will improve their reading performance by the end of the school term as measured by appropriate universal screeners and HCS Benchmark Assessments; 2) 60% of students participating in the program will improve their mathematics performance by the end of the school term as measured by appropriate universal screeners, Mathematics GMAS score, and HCS Benchmark Assessments; and 3) 65% of students participating in the program will demonstrate improvement in homework completion as measured by teacher surveys.

Activities and time frames (c) for the first objective include: Homework Help daily throughout the school year, provision of approved reading tutors three days a week specific to reading, and BGCL academic enrichment programs like reading assignments, and student engagement in problem solving occurring rotational, five days per week, and individualized reading tutoring as funding allows and requested by school officials.

Activities and timeframes (c) for the second objective include: Homework Help daily throughout the school year, provision of approved math tutors three days a week specific to math, and BGCL academic enrichment programs rotational five days per week throughout the school year, and individualized math tutoring as funding allows and as requested by school officials.

Activities and timeframes (c) for the third objective include homework help daily throughout the school year, and approved tutoring three days per week.

1. STRATEGIES – Tutorial Services will be provided to students in reading and math. Materials presented to students will be based on individual needs reflective of their school day benchmark assessments and GMAS scores in reading and math. Additionally, tutorials will be aligned with the

school-based curriculum maps and day school teacher reports. Methods - GSE – ELAGSEK-5.RI, RL, RF, W, SL, L and MGSEK-5.MD, NBT, OA (Reading/Math K-5) – See <http://www.georgiastandards.org> for listing of all standards. Success Academy develops academic skills and provides connections to the regular school day through tutoring based on benchmark assessments - effective strategies identified by Georgia Afterschool and Youth Development Quality Standards (GAASYD). Resources – Certified teachers will direct tutorial services with the assistance of paraprofessionals and/or education majors (college junior and senior) tutors who will provide academic assistance. Materials to include Developmental Studies Kidz Lit along with Hand2Mind math and reading learning centers will be utilized. Frequency – At least three days a week, for a total of 4.5 hours/week. RESEARCH: According to the California Research Bureau, California State Library, “Tutoring was particularly beneficial among children from disadvantaged backgrounds, with learners showing greater than average gains in reading and math achievement and less absenteeism than nonparticipating counterparts.”

2. STRATEGIES – Homework Help/Power Hour will provide resource-rich environments, tutoring and introduce activities that build on what children learn in school. The program staff provides time, a place, and support in helping children complete homework. Methods - GSE – ELAGSEK-5.RI, RF,W, SL, L and MGSEK-5.MD, NBT, OA, NF, G (Reading/Math K-5) – See <http://www.georgiastandards.org> for listing of all standards. Resources – Instructional assistants who are part-time with qualifications to include individuals 18 years of age or older with experience with regard to working with youth. Literacy through reading tutorial services with qualified instructors will develop the confidence necessary to increase academic achievement. Daily access to IRead and ILearn web-based language arts, math, and science assistance tool. Frequency – Daily as homework is assigned by school. RESEARCH: After-school programs that provide students with optimal environments and support to complete their homework generally have students demonstrate positive gains academically (Journal of Research in Childhood Education, 2009).

3. STRATEGIES – Education and Career Development activities can improve students' achievement in reading and foster their appreciation for reading as a lifelong hobby. With cooking, team building, and arts/humanities, students develop and strengthen their reading decoding skills, algebra, and geometry. In addition, literacy and reading activities are effective tools for involving family and community members in students' learning process. Methods – GSE – ELAGSEK-5 ALL strands /MGSEK-5.NF, OA, NBT– See <http://www.georgiastandards.org> for listing of all standards. We will use BGCA's high-yield learning activities. Additionally, BGCA curricula will be utilized to build reading, math, and life skills through financial literacy and career development activities. Resources - Enrichment Program Instructors are part-time and will provide instructional activities as scheduled. Qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching. Frequency – Will be offered at least once per week for students. RESEARCH: According to a study of after-school programs by the U.S. Department of Education and U.S. Department of Justice, Working for Children and Families, teachers said that one-third of participating children developed a greater interest in recreational reading and earned better grades. The ESEA Act requires schools not only to show student proficiency in reading, but also to provide supplementary services, such as after-school programs, for those who fail to meet expectations. According to Mid-continent Research for Education and Learning researchers, the encouraging news is that out-of-school-time (OST) programs can raise reading achievement among struggling students, according to a recent research synthesis of 56 rigorous studies conducted over the past 20 years (The Effectiveness of Out-of-School Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics.)

4. STRATEGIES - Science and Technology program will provide after-school science (STEM lab), keyboarding, and Internet usage class (technology lab). Methods - GPS – ELAGSEK-5.RI, RL, W and MGSEK-5 ALL – See <http://www.georgiastandards.org> for listing of all standards. BGCA's curriculum “The Ultimate Journey,” and My.Future will be offered to students to support STEM activities. Resources - Enrichment Program Instructors are part-time and will provide instructional activities as scheduled. Qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching. Frequency – Will be offered according to schedule on an 8-week rotation as well as integrated into the tutoring curriculum. RESEARCH: The need to coordinate opportunities across time and locations—including school, after-school, home, and community settings—has been shown to be critical in establishing a consistent framework within which students can be engaged, develop the necessary skills and knowledge to pursue science, and have access to successive levels of education, preparation, and connections to careers. (Jolly, Campbell, & Perlman (2004). Engagement, capacity, continuity: A trilogy for student success.)

Goal #2 (a) Youth Development - states Success Academy students will improve classroom participatory performances through the following measurable objectives (b); 1) 65% of students participating in the program will demonstrate improvement in behavior by the end of the school term

as measured by day teacher observations and surveys; and 2) 65% of students participating in the program will demonstrate improvement in class attendance and participation by the end of the school term as measured by day teacher observation, attendance records, and surveys.

Activities and timeframes (c) for the first objective include BGCL Character and Citizenship education programs like Smart Girls, Smart Moves, and Passport to Manhood performed in a rotation five days per week.

Activities and timeframes (c) for the second objective include homework help occurring daily throughout the school year and certified tutors three days per week.

1. STRATEGIES – Health, Sports, & Life Skills provides group and individual sports for girls and boys. A powerful character tool that builds an ethic of hard work and goal setting. Curriculum which is accepted within the public education sector will be used which will teach students to develop daily physical activity, good nutrition and healthy relationships. Methods – GSE, ELAGSEK-5.SL, L. BGCA curriculum Triple Play and inclusion in club sports leagues and other outdoor recreation will be utilized. Physical fitness opportunities are part of the health & well being quality standard established by GAASYD. Resources – Enrichment Program Instructors are part-time and will provide instructional activities as scheduled. Qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching. Frequency – at least twice a week to all students. RESEARCH: Participation in sports teams and physical activity clubs, often organized by the school and run outside of the regular day, can improve grade point average, school attachment, educational aspirations, and the likelihood of graduation (US Today, April 2010).

2. STRATEGIES - Character Education & Citizenship classes in leadership, service learning, and character will be offered to students. Through modeling, reinforcement, and practice, staff helps children demonstrate and accept positive values in addition to resistance skills. Good decision-making is also a key learning component to the character education component. Service Learning develops civic awareness while making meaningful contributions to their communities. Methods - GSE -ELAGSEK-5.SL, L, W, ELAGSEK-5.SL, L. BGCA's Torch Club Model will be implemented. Additionally, Smart Girls, Smart Moves, and Passport to Manhood character and decision-making curriculum will be integrated into the enrichment activities. Resources – Staff trained in field of prevention and character development and community service. Frequency – character education sessions will be held at least 5 times a week for 20 minutes when program is operating. Service Learning (Citizenship) will rotate per schedule in 8-week sessions. RESEARCH: According to the First Amendment Center, “It is critical to create schools that simultaneously foster character development and promote learning. Character education promotes academic excellence because it lays a foundation for all learning that takes place in schools.”

3. STRATEGIES – Art/Music enrichment provide self-exploration, a greater sense of imagination and creativity, which are benefits children experience in an arts/humanities program. Secondly, arts programs support improved academic performance. Enrichment activities include drama, music, art, dance, crafts, art history, and poetry integrating technology-based mediums. Methods - GSE ELAGSEK– 5.RI, RL, RF, W, SL, L - dance, theatre, music, and visual arts (includes photography). BGCHC will offer National Photography program, which encourages members to learn and practice various photography methods. The goal of each component is to teach the use of photography as an art and a vocation. Additional art/music curriculum activities will be designed and implemented by professionals in the field. Resources – Enrichment Program Instructors are part-time and will provide instructional activities as scheduled. Qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching. Professionals with extensive experience in the arts will be contracted as needed for the program. Frequency –According to schedule offered to students on an 8-week rotation. RESEARCH: According to Youth ARTS Development Project, 1996, U.S. Department of Justice, National Endowment for the Arts, and Americans for the Arts, “Art education has a measurable impact on youth at risk in deterring delinquent behavior and truancy problems while also increasing overall academic performance among those youth engaged in after-school and summer arts programs targeted toward delinquency prevention.”

4. STRATEGIES – Social Competence & Conflict Resolution Social competence and conflict resolution curriculum activities help make programs emotionally and socially comfortable. Staff will educate children in understanding natural and logical consequences and encourage them to accept responsibility for their behaviors. Methods - GSE –ELAGSEK-5.L, SL, W. Resources - Instructors and youth staff will be trained to identify peer conflict and bullying and promote positive peer conflict resolution techniques. BGCA curriculum Smart Moves and Passport to Manhood will support these activities. Leadership programs like Torch Club will be used to encourage healthy peer relations and self-directed behavior modification. RESEARCH: A study in March 2007 entitled

“High Quality After-School Experiences” showed that teachers reported that youth in the after-school programs the research team studied had better social skills in relating to their peers and were less aggressive with their peers than those not participating in after-school programs.

Goal #3 (a) Family Engagement - states Success Academy parents/guardians will participate in literacy improvement services and increase involvement/participation in students' educational process through the following measurable objectives (b): 1) 50% of the parents / guardians will participate in at least two family literacy/education activities by the end of the school term as measured by instruction/class Sign-In sheets, Parent satisfaction surveys, test results, and observations; 2) 50% of the parents / guardians will participate in at least two activities that promote their child's success in school by the end of the school term as measured by event sign-In sheets, day teacher reports, after-school staff reports, parent satisfaction surveys, and observations.

Activities and timeframes (c) for the first objective include parent workshops based on topics i.e. Financial Planning, ESL, etc. at least two classes per month, parent/family events at the end of each eight week session and extended Club Hours in the computer and reading lab at least twice per week.

Activities and timeframes (c) for the second objective include parent workshops based on topic i.e. parenting, homework assistance, etc at least two classes per month, parent/Family Events at the end of each eight week session and school meetings occurring according to calendar - at least monthly.

Family Literacy: Community resource seminars will be available evening club hours. Family literacy programs will meet one or two times per week depending on the activity. Additionally, financial planning, nutrition, and Systematic Training for Effective Parenting (STEP) parenting curriculum will be utilized and taught by experienced professionals. Other student activities or day care will be provided for those families having the opportunity to take part in the educational programs.

1. STRATEGIES – English and Spanish Curriculum such as Rosetta Stone curriculum will be utilized for parents interested in strengthening their language skills. Methods – Evidence-based curriculum will be utilized. Resources - Certified instructors are contracted and will provide academic services.
2. STRATEGIES - Financial Planning to include debt reduction, long and short-term planning, retirement plans, budgets and insurance needs will be addressed. Methods & Resources– Experts in the field of financial planning will be utilized. Collaborate with Community Service Provider to offer nutrition, financial advice, and STEP parenting curriculum and skills.
3. STRATEGIES – Nutrition classes will provide parents the knowledge they need to model healthy eating habits in the home. Methods – Evidence-based curriculum will be utilized. Resources – Certified instructors and community-based organization will be utilized in this role.
4. STRATEGIES - Technology training to include Microsoft Office and Internet usage will be provided to parents. Methods – Evidence-based curriculum will be utilized. Resources - Certified teachers employed by BGCA will provide academic services.
5. STRATEGIES - Parenting training using the STEP curriculum will be offered to parents. Methods – Implementation of the parent – caregiver collaboration model through STEP will be utilized. Resources – Counselors, Community Based Orgs., and or social workers will be utilized in this role.

Family Involvement – Supporting Student's Education, each school in HCS maintains a parent involvement plan. Results have shown that parents are willing to participate in programs in the evening hours. Evidence-based language curriculum such as Rosetta Stone will be available to parents. There will be evening opportunities for families to use the club for guided reading time together as well as the computer lab. Family & community involvement is a quality standard for GAASYD.

1. STRATEGIES – Computer/Library - Extended weekday hours for technology, reading center, and club access. Methods & Resources – Highly qualified support staff will be available in computer lab and reading center to provide proper training.
2. STRATEGIES - Family Nights with various themes such as Dinner and Read Night will be held throughout the year to increase parental involvement. Methods and Resources - Highly qualified support staff will be available at each event to ensure success. Reading and math will be the focus of all events along with parental involvement.
3. STRATEGIES – Service Learning, according to the Georgia State DOE, service learning benefits students of all ages, abilities, and backgrounds; increases levels of understanding, retention, and academic performance; gives students a sense of ownership; improves self-concept; fosters a sense

of compassion for others and civic responsibility and increases motivation and interests in learning. Methods – Family community service projects is a process through which people develop their civic awareness while making meaningful contributions to their communities. Classes will encourage civic responsibility, volunteering, leadership skills, and character development. Resources - Enrichment Program Instructors are part-time and will provide instructional activities as scheduled for specific programs. Qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching.

Program Name: Walters Club Success Academy

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe	
1) Success Academy students will improve their academic performances.	1.1) 60% of students participating in the program will improve their reading performance.	1.1) GMAS scores, HCS-created unit assessments, and HCS benchmark assessments 1.2) Mathematics GMAS scores, HCS-administered universal screener Fountas & Pinnell, and HCS-created unit assessments 1.3) Day teacher observations, surveys, and quarterly reports. After school staff observations, surveys, and monthly reports. Student self reports and documented completions.	1.1.1) Homework help	1.1.1) Daily throughout the school year.	
			1.1.2) Provide certified reading tutors	1.1.2) Three days a week specific to reading.	
			1.1.3) BGCL Enrichment activities including STEM-integrated programs curriculum, reading assignments, and student engagement in problem solving.	1.1.3) Rotational five days per week throughout school year.	
	1.2) 60% of students participating in the program will improve their mathematics performance.			1.1.4) Individualized reading tutoring	1.1.4) As funding allows and requested by school officials.
				1.2.1) Homework help	1.2.1) Daily throughout the school year.
				1.2.2) Provide certified tutors	1.2.2) 3 days a week specific to math.
	1.3) 65% of participants will demonstrate improvement in homework completion.			1.3.1) Homework help	1.3.1) Daily throughout the school year.
				1.3.2) Provide certified tutors	1.3.2) 3 days per week
				1.3.3) BGCL academic enrichment programs: Power Hour, Project Learn	1.3.3) Rotational five days per week throughout the school year
				1.3.4) Individualized tutoring	1.3.4) As funding allows and requested by school officials.
	2) Success Academy students will improve classroom behavior.	2.1) 65% of students participating in the program will	2.1) Day teacher observation, survey, and quarterly reports. After school	2.1.1) BGCL academic enrichment programs; Smart	2.1.1) Rotational five days per week.

	<p>demonstrate improvement in classroom behavior</p> <p>2.2) 65% of students participating in the program will demonstrate improvement in class attendance and participation</p>	<p>staff observation, survey and monthly reports, behavioral reports</p> <p>2.2) Day teacher observation, survey, and quarterly reports. After school staff observation, survey and monthly reports, attendance records</p>	<p>Girls, Passport to Manhood</p> <p>2.1.2) Character education</p> <p>2.1.3) Citizenship</p> <p>2.1.4) Social competence and conflict resolution</p> <p>2.2.1) Homework Help</p> <p>2.2.2) Provide certified tutors</p> <p>2.2.3) BGCL academic enrichment programs; Power Hour, Project Learn, Triple Play</p> <p>2.2.4) Individualized tutoring</p>	<p>2.1.2) Five days per week</p> <p>2.1.3) Weekly</p> <p>2.1.4) Weekly practice as needed dependent on prevalent issues.</p> <p>2.2.1) Daily throughout the school year.</p> <p>2.2.2) Three days per week</p> <p>2.2.3) Rotational five days a week throughout school year.</p> <p>2.2.4) As funding allows and requested by school officials.</p>
<p>3) Success Academy parents/guardians will increase involvement in literacy improvement services and participation in students' educational process.</p>	<p>3.1) 50% of the parents/guardians will participate in two or more family literacy and education activities.</p> <p>3.2) 50% of parents/guardians will participate in activities that promote their child's participation and success in school</p>	<p>3.1) Instruction/class sign-in sheets, parent satisfaction surveys, test results, observations</p> <p>3.2) Event sign-in sheets, Day teacher reports, After school staff reports, Parent satisfaction surveys, Observations</p>	<p>3.1.1) Parent workshops; will be based on topic i.e. Financial Planning, ESL</p> <p>3.1.2) Parent/family events</p> <p>3.1.3) Extended Club hours - computer and reading lab</p> <p>3.2.1) Parent workshops; will be based on topic i.e. Parenting, Homework Assistance, etc.</p> <p>3.2.2) Parent/Family Events</p>	<p>3.1.1) At least two classes per month.</p> <p>3.1.2) End of each eight week session</p> <p>3.1.3) At least twice per week.</p> <p>3.2.1) At least two classes per month</p> <p>3.2.2) According to calendar - at least monthly.</p>

To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the BACK button on the blue menu bar.

Program Name: Walters Club Success Academy

B. Quality Contact Time (5 Points)

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the Table referenced above, focusing on the hours and days of service for students and families. Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students. The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to

attend academic and enrichment activities a **minimum of 12 hours each week** (occurring preferably between Monday-Friday) to provide a quality program in order to foster maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for each component (i.e., before school, after school, summer) for each site.

At a previous panel discussion at the John Hopkins School of Education, panelists Robert Balfanz and Andrea Foggy-Paxton spoke to the need to improve after-school programming so that it achieves two goals. Those goals are: a) Works hand-in-hand with the schools so that the teaching that goes on after-school complements the work being done during class, and b) Delivers that instruction in a more interesting and dynamic way so as to draw the students in (Hopkins Happening, April 2010).

All 21st CCLC SUCCESS ACADEMY after-school and Saturday activities will be offered for (85) K-5th grade students with that framework in mind. After-school activities will be coordinated in an effort to meet the needs of low-income families, prevent duplication of services, and use all available community resources. The 21st CCLC SUCCESS ACADEMY after school program will target (85) students, including (5) with special needs. The program will operate Monday through Friday for 36 weeks during the school year for an average of 15 hours per week depending on the specific regular school daily schedule (2:30pm-5:30pm). Saturday events and activities are an integral part of the SA program and will operate for 1-2 days or more per month for an average of 3 hours per session (10am-1pm). The focus of the Saturday Morning Learning Lab will be tutoring, enrichment activities, community service, family events, and/or field trips. With these goals in mind, all activities and strategies for reaching the 21st CCLC goals and objectives will not only be research and GMAS based, but also be child-centered, highly engaging and complement, not repeat, in-school instruction. Enrichment activities will rotate on an 8-week basis during the school year. Additionally, the program will operate for an average of 35 hours per week for 7 weeks during summer (9am-4pm). The summer program will serve (90) students from the target population with at least (5) students with special needs.

A tentative weekly schedule of activities and programs will include a variety of educational, recreational, and support services. Reading and math will be the focal point for all programs provided. Instructors and certified teachers will work cooperatively aligning the curriculum with the school day and Georgia Standards of Excellence (GSE). See the aforementioned strategies, goals table, and attached sample calendars for a description of the program services, the methods, and the frequency of the proposed activities that will be provided within the 21st CCLC Success Academy after-school and summer programming.

The Family Involvement program will primarily take place during the extended evening club hours with 2 events/activities offered per month (5:30pm-7:30pm). Ongoing adult education allows access for adults during extended evening club hours twice per week (5:30pm-7:30pm). Activities include parenting classes, financial management, literacy classes, technology lab access, and school success support activities. Family activities will take place during Saturday Morning Learning Lab hours as well.

(Word count is 464)

Download sample weekly schedule of activities for each program at each site

Joseph F. Walters Club

After School Program: [Joseph F. Walters Club as program 100_346.pdf](#)

Weekend/Holidays Program: [Joseph F. Walters Club ns program 100_346.pdf](#)

Summer Program: [Joseph F. Walters Club sb program 100_346.pdf](#)

21st CCLC SITE PROFILE FORM (2019-2020)				
21st CCLC Site Name	Joseph F. Walters Club		County	Hall
Physical Address	2094 Memorial Park Drive			
City	Gainesville		Zip Code	30504
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>			
Before School		Before School		Student data is from Funding Request Worksheet
After School	K-5	After School	85	
Weekends/Holidays	K-5	Weekends/Holidays	12	
Summer	K-5	Summer	90	

Enrichment Student to Staff Ratio	Academic Student to Staff Ratio					
1:15	1:10					
SITE CONTACT INFORMATION						
Site Contact Name	Ari Guzman	Phone	678-971-4665	Email	aguzman@bgclanier.org	
Regular School Year Program for Students						
AFTER SCHOOL PROGRAM Site Schedule						
After School Program Start Date	08/07/19					
After School Program End Date	05/22/20					
Total # Days After School	180					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	2:30 PM	2:30 PM	2:30 PM	2:30 PM	2:30 PM	Total Weekly Hours After School
Service End Time (e.g., 6:00 PM)	5:30 PM	5:30 PM	5:30 PM	5:30 PM	5:30 PM	15.00 of 15.00 hours
WEEKEND and HOLIDAYS Site Schedule (if applicable)						
List Days Site Will Be Open (e.g., 10/16/13, 10/23/13)	8/24/19, 9/21/19, 10/19/19, 11/16/19, 12/14/19, 1/18/20, 2/22/20, 3/21/20, 4/18/20, 5/16/20					
Total # Non-School Days	10					
	SAT	SUN	HOLIDAYS			
Service Begin Time (e.g., 9:00 AM)	10:00 AM					Total Hours Populate Automatically. Please do not copy and paste information as this may prevent formulas from working properly
Service End Time (e.g., 4:00 PM)	1:00 PM					
TOTAL HOURS PER DAY	3.00	0.00	0.00			
Summer Programs for Students						
Summer Site Schedule for Typical Week						
Summer Program Start Date	06/01/20					
Summer Program End Date	07/17/21					
Total # Days Summer Program	35					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM	Total Summer Hours per Week
Service End Time (e.g., 4:00 PM)	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	35.00 of 35.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						
Adult Education Site Program Schedule						
Dates Site Open (Adults)	08/07/19					
Dates Site Closed (Adults)	05/22/20					
Total # Days	72					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)		5:30 PM		5:30 PM		Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)		7:30 PM		7:30 PM		4.00

Program Name: Walters Club Success Academy

C. Recruitment and Retention (6 Points)

In this section, describe in detail the criteria for selecting 21st CCLC students. Describe the process and specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve long term (i.e., at least 30 days) participation. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

In the narrative, applicants must discuss how regular school day staff will be consulted in the

identification and recruitment of 21st CCLC students. The narrative must include the number of targeted students that will be served by the proposed 21st CCLC program.

PROCESS AND SPECIFIC STRATEGIES THAT WILL BE USED TO RECRUIT TARGETED STUDENTS FOR ENROLLMENT AND RETAIN THEM TO ACHIEVE LONG TERM (I.E., AT LEAST 30 DAYS) PARTICIPATION:

Boys & Girls Clubs of Lanier and HCS have a detailed process for recruiting students and families. This plan will be reviewed at the 21st CCLC School Governance Council to ensure communication is appropriate and that the program is filled to capacity with targeted students. The school's administrators will identify, refer, and recruit students who are below grade level 1 or more years in reading and/or math, who did not meet expectations for the GMAS (grades 3-5), and who need non-academic learning supports that will help to improve their school success. The parents of these students will be contacted via mail or telephone by bilingual school and BGCL staff about the program. Additionally BGCL staff will participate in school Open House and Parent Night events to recruit participants. Parents will receive and complete an application, which will be returned to the appointed school staff, checked for completion, and forwarded to BGCL. The Lead Teacher will collect and collate student baseline data for assignment to tutorial groups. BGCL will contact HCS transportation with roster of students in need of after-school transportation services. The Parent Coordinator and Site Coordinator will contact the parents/guardians via phone and newsletter regarding the family involvement program calendar of events. Eighty-five (85) high-risk, low-income, and special needs students will be served by SUCCESS ACADEMY after school while (90) students of the same target population will be served during the summer program. In order to maintain daily attendance averages as required by the program, a waiting list will be offered for additional students who meet the criteria. In addition, by implementing fun and engaging enrichment activities, including STEM enrichment, arts, drama, and performance programs, sports and physical activities, research indicates that students will want to attend regularly and participate.

BGCL will implement a policy that students must attend a minimum of three days per week. Attendance records will be kept daily and reviewed by the Unit Director/Site Coordinator. Parent/Guardian participation will also be monitored. Students who are in danger of missing multiple days will be reminded of the policy and a phone call will be placed to the parents. A phone call log will be kept by the Unit Director/Site Coordinator and Parent Coordinator to ensure communication has occurred. Students who continue to miss more than three days per week for more than four weeks will be removed from the program and replaced with a student on the waiting list. BGCL will ensure every effort has been made before the removal of a student from the program occurs. Day teachers and school administrators will also support recruitment and retention through parent letters and/or contact calls by the school's Parent Coordinator. The current Walters Club Success Academy program is at capacity with a waiting list.

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Program Name: Walters Club Success Academy

D. Staffing and Professional Development (6 Points)

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the course of the grant award period. Included in the hiring process description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, including contractors and subcontractors, and regular volunteers (adults who have contact with student more than one time).

This section narrative must include job descriptions of key personnel and their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. Proposed program directors must hold a Bachelor's degree from an accredited university and have one year of successful program management experience **OR** have three years of successful grant management, including direct responsibility of budget implementation and staffing supervision. Applicants must attach a résumé for the program director.

The narrative must also describe the expected certifications and qualifications of the instructional staff and include student to staff ratios for academic and personal enrichment activities. It is recommended that the academic portion of the program have the support of certified teachers and have ratios that are no more than 10:1. Personal enrichment ratios should be no more than 15:1.

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the course of the grant award period.

Finally, the narrative must also include the applicant's plan for recruiting and utilizing volunteers, including senior citizens.

ORGANIZATIONAL/MANAGERIAL/STAFFING STRUCTURE: BGCL has a strong and dedicated management team and a sound management plan. The agency is guided and overseen by (30) members of the Board of Directors. Their background, knowledge, skills and experience includes legal, banking, accounting, insurance, corporate, real estate, technology, and education. BGCL's leadership staff will provide direction, oversight, supervision, and assist with Success Academy's project implementation, responsibilities, reporting requirements, and evaluation. The Chief Executive Officer, Steven Mickens, will provide supervision of the project and involve the Board of Directors in oversight and monitoring of the project implementation.

SENIOR MANAGEMENT/LEADERSHIP: The CEO and senior leadership from Boys & Girls Clubs of Lanier have a combined total of more than 92 years of experience in youth programming. Mr. Mickens has 20 years of experience and skills in leadership, staff development, team building, and management. The Club's Director of Finance, Charles Nkanza, will ensure the proper administration and use of grant funds, as well as prepare and submit all financial expenditure reports. Mr. Nkanza has 20 years of experience in the nonprofit sector working in various roles such as Executive Administrator and Accountant. Wanda Newton, Director of Operations, will help provide guidance and oversight. Ms. Newton has more than 20 years nonprofit experience in various roles, including Executive Director. The Club's Chief Development Officer, Joyce Wilson, will work with the Program Director on specific strategies to ensure sustainability of the project, as well as work with local community agencies and partners to contribute resources to the program. Mrs. Wilson has 32 years of nonprofit management experience, strategic planning, financial and budget development, and cost savings strategies. The aforementioned staff will provide services as in-kind contribution toward the success of the program. BGCL's CEO will manage the entire 21st CCLC program providing support in compliance reporting and communication. Additional positions critical to the overall and direct success of the program are indicated below:

The **PROGRAM DIRECTOR** will invest time to managing this project. The Program Director will hold at least a Bachelor's Degree and have experience overseeing youth development programs. The Program Director will direct both the student and parent programming. Overall management includes budgeting, staff supervision, partnership development, fundraising, parent coordination, directing the advisory board, and general administration.

The **CURRICULUM SPECIALIST** will implement and manage the academic enrichment activities by working with all staff, advising and assisting the Unit Director/Site Coordinator to ensure alignment with the school day, and monitor and evaluate student progress. Also, manage the collection and analysis of the data collected to measure program outcomes and effectiveness. Qualifications include, a Bachelor's degree in education, business administration, or related discipline, teacher certification preferred. The staff will have a minimum of two years of experience in education and/or youth development and be proficient in the collection and analysis of varied and large amounts of data. The curriculum specialists will allow for increased focus on the needs of the schools and the students we will serve. This position is critical in ensuring that the management and implementation of the individual student plans and subsequent programs are successful while coordinating multiple schools, day school teachers, and administrators.

The **UNIT DIRECTOR/SITE COORDINATOR** is an onsite program manager who plans, oversees, and organizes the daily operations of the programs, coordinates vendors and partners, and directly supervises Youth Development Professionals and enrichment instructors. The Unit Director/Site Coordinator will also be responsible for gathering data for entry into the Kid Trax and A-Plus system and support the Program Director in supplying the external evaluator with the needed data to conduct a local evaluation. Qualifications include a Bachelor's degree and/or equivalent work experience; a minimum of five years' work experience with Boys and Girls Clubs or the equivalent youth development work experience.

The **PARENT COORDINATOR** will coordinate and implement effective family involvement activities to empower students and their families, facilitate the development of strong partnerships with staff and parents, recruit partners to become part of the family involvement program, and supply data for parent outcomes through satisfaction surveys and program evaluations. Qualifications include a high school diploma; Associates or Bachelor's degree preferred with two years' work experience in the human service and/or social service field.

The **DATA CLERK** will be responsible for assisting with the registration of students and parents in

the program, entering and tracking student data in the Kid Trax and A-Plus database (grades, assessments, surveys, etc.), maintaining daily attendance records, maintenance of student files, and assist with other data collection efforts as indicated in the evaluation. Qualifications include high school diploma and one year of clerical experience with an emphasis on data entry; the ability to multitask and prioritize is essential, attention to detail, proficiency in Microsoft Office required.

BGCL YOUTH DEVELOPMENT PROFESSIONALS (YDP) will provide instructional activities for the Boys and Girls Clubs specific programs. YDPs plan, implement, supervise, and evaluate activities provided within the program, i.e. Academic Success, Good Character & Citizenship, Healthy Lifestyles. The frontline staff promote and stimulate program participation, provide guidance and role modeling to members, and prepare monthly activity reports and student assessments. Qualifications include a high school diploma along with experience working with children; CPR and First Aid certifications and valid state driver's license are required. A staff to student ratio of 1:15 will be maintained during programming.

CERTIFIED TEACHERS/TUTORS will organize and provide academic tutorial services with a preferred ratio of 1:10. Enrichment programs will also be facilitated by professional and/or experience contractors in the field. School Administrators will coordinate with the Curriculum Specialist to ensure educational and related activities are aligned with the Georgia Standards of Excellence and implemented with the sole purpose of increasing academic performance in math and reading.

FISCAL MANAGEMENT: Financial/Clerical Assistant will assist the Program Director and Director of Finance with management of the budget, processing payroll and purchasing, and other necessary fiduciary compliance requirements. Additional checks and balances take place during the Finance Committee meetings of the BGCL Board of Directors. At the staff level, a check and charge request system ensures purchases and expenditures are allowable by the current Chart of Accounts and are approved prior to being purchased. The fiscal management of the SUCCESS ACADEMY program will be guided by the financial policy and procedures established by the BGCL Board of Directors.

PROCEDURAL CONDUCT/USE OF CRIMINAL BACKGROUND CHECKS FOR STAFFING FITNESS/EMPLOYMENT DETERMINATIONS: BGCL's management team operates under the clear guidance and direction of our Board-approved Employee Handbook policy for our screening and hiring process and procedures. BGCL is responsible for all background checks conducted. That procedural conduct and screening process is as follows: Potential candidates complete an employee application; attend an interview with the Director of Operations, Unit Director/Site Coordinator and Program Director; at least two positive reference checks are received; applicant submits to a drug screening; in addition to a national criminal background check, a criminal background check is also conducted through the Georgia Bureau of Investigations (GBI) and then cleared by the Director of Operations; a hiring packet is then completed.

ON-GOING HIRING/ DEVELOPMENT/IMPLEMENTATION OF PROFESSIONAL LEARNING OPPORTUNITIES DURING GRANT AWARD PERIOD: SUCCESS ACADEMY depends on staff / teachers to deliver effectively the academic, character/citizenship, and healthy lifestyles curriculum to our students. BGCL will provide comprehensive professional development training opportunities for YDP staff and tutorial instructors that enhance the essential skills, techniques, and overall approach to providing effective academic enrichment activities to the target youth. One primary focus of staff development program will be the strategic and specific delivery of high-yield learning activities that when combined with other fun and enriching health and physical fitness options, help students develop a holistic approach to life and wellness. Well-trained staff will deliver effective programs as they become confident in their abilities and skills, and vested in the outcomes.

PROFESSIONAL DEVELOPMENT: One of the key and resounding themes in BGCL's internal assessments is the need for additional training and professional development opportunities for school and program staff. To meet this need, BGCL continues to pursue Professional Development opportunities. We provide professional development training on how to educate minority and economically disadvantaged children as a paramount priority. The BGCL requires 40 hours of training within the first year of working with children. All training will be required as a part of the job and must be completed to work the 21st CCLC program. During the first semester, employees will receive a number of trainings quarterly. Those trainings include New Employee Orientation, which covers general human resource information; CPR/First Aid, which includes American Red Cross certified trainings for all staff; Effective Guidance & Discipline, which includes Positive Discipline Techniques for BGCA centers; Homework Help/Power Hour that provides training on how to provide a positive working environment for students. In addition, they will be trained on Emergency Procedures, which covers basic health and safety and crisis management requirements; Confidentiality training on policy and procedures on how to protect student and parent information; and, on 21st CCLC Goals and Outcomes that will provide a review of the grant application and the

approved goals, objectives and activities/strategies. All staff will be required to complete online training workshops provided by BGCA. Ongoing Training will include overviews of all BGCA curriculums and STEM Lab implementation. Trainings will be offered through the Youth for Youth web-based portal, the Foundations Inc. web-based portal, prevention specialist trainings provided by Guide Inc. (supported by the Governor's Office for Children and Families), Beyond School Hours Conference, and the GA After-school Alliance or GA After-school Youth Development Conference. In the first year, mandatory staff development will be provided to all staff and volunteers. Following all professional development, participants will complete an evaluation. This evaluation will assist with determining future training needs. Additionally training will be provided as identified by staff development needs assessments completed annually.

HIRING PROCESS: The Employee Handbook and an offer letter is provided and discussed with staff on site the first day of employment. A packet containing additional forms will also be provided for reference throughout employment (time sheets, personal rights, accident/injury reports, and standard operating procedures). Every employee also receives a job description, which includes qualifications. A copy is included in the proposal for all positions listed in the budget. National criminal background checks and Georgia Bureau of Investigation background checks (GBI) for all positions will be performed annually and be approved by the Director of Operations and Program Director.

CERTIFICATIONS/QUALIFICATIONS OF INSTRUCTIONAL STAFF: In addition to BGCL's hiring practices, policy on qualifications, and outlined job descriptions for instructional staff, we will seek qualified instructors, paraprofessionals, and qualified college education majors (junior and senior) approved by HCS to meet all instructional certification requirements.

STUDENT TO STAFF RATIOS: During after school hours, students will participate in various activities that allow for a significantly lower staff to student ratio. These ratios are not possible in the regular school day because of state allowances for teacher to child ratios. Enrichment activities will follow staff/child ratios of 1:15. Academic tutorial services will follow a 1:10 ratio. Instructors for tutorial services will be certified teachers, and school paraprofessionals or college education majors (junior or senior) who will serve under the direction of a certified teacher, or have certifications in academic assistance. One-on-one academic assistance will be offered on an as-needed basis as funding allows. Enrichment instructor qualifications include individuals 18 years of age or older that have significant experience with regard to the activity they are teaching.

PLAN FOR RECRUITING AND UTILIZING VOLUNTEERS, INCLUDING SENIOR CITIZENS: Volunteers will be a continued priority in the Success Academy after-school program. The current BGCL staff and board members will support volunteer service. BGCL's Volunteer Coordinator will make a concentrated effort to recruit volunteers, especially senior citizens and bilingual candidates, in order for them to have opportunities to participate in a number of roles, which include policy decisions, training, activities, direct instruction, committees, and fundraising. BGCL maintains relationships with community groups and organizations such as Legacy Link and numerous active living facilities throughout the community, which provide ideal volunteer recruitment for senior citizens. The BGCL mentoring program will recruit and match adult mentors for students in need of the services. To qualify as a volunteer, applicants are interviewed and must pass a national criminal background check, a GBI background check, attend orientation and training, and provide detailed information regarding past experiences. Volunteers including seniors and community members will attend an orientation/training session to include appropriate interaction with students, safety procedures, activity skills, and tutorial training. Volunteers can act as mentors, instructional assistants, enrichment program instructors, or participate on the School Governance Council. Volunteer hours will also be sought from the local colleges. Although an MOA is not currently available, an agreement been made between BGCL and the University of North Georgia to utilize students in administrative support roles. BGCL has benefited from the use of work-study and Human Services student interns from the University of North Georgia and Brenau University for short-term and long-term assignments. The program will continue to coordinate with the institutions of higher learning for student placements. All volunteers will submit to a local, state, and national background check annually.

(Word count is 2188)

Is the program director known at this time? Yes No

If so upload their résumé.

Download résumé for the program director

Download résumé: [Boys&Gir_resume_100_749047.pdf](#)

Partners Table

Program Name: Walters Club Success Academy

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Breanu University	CU	Paid Staffing	\$15,000.00	Goal 1,2 – provide staffing to deliver health sciences educational programming on-site
Georgia Mountain Foodbank	CBO	Snack	\$14,000.00	Goal 1,2 – Provide breakfast, lunch, and snack for the summer program: provide additional snack and food distribution for families
Hall County Public Schools	SD	In-kind	\$52,000.00	Goal 1,2,3,4– Provide transportation and cost beyond budgeted amount, provide for afterschool snack program, access to student data, etc.
Lyman Hall Elementary School	SD	In-kind	\$10,500.00	Goal 1,2,3,4 – Provide data for and assist with the ongoing student assessment for academic and enrichment programs, assist with recruitment and retention, coordinate transportation.

Program Name: Walters Club Success Academy

E. Advisory Council and Operating Partnerships (5 Points)

To ensure broad-based community, school, and student involvement and support, all 21st CCLC subgrantees are required to establish a local 21st CCLC Advisory Council composed of students, teachers, parents, community agencies, and the private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of two (2) meetings per year must be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students from each target school.

In addition to the narrative, applicants must provide a description, through a signed Memorandum of Agreement (MOA) of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. Each identified partner, LEA, and school(s) served must sign its own MOA. For example, an LEA must submit a signed MOA between itself and the school(s) served.

A 21st CCLC Success Academy Governance Board has been developed in partnership with existing School Governance Councils that meet monthly. The Governance Council focuses on the governing of the Success Academy quarterly. Topics for discussion include expenditures for the month, scheduling, operational policies, marketing, fundraising and sustainability, evaluator updates, curriculum alignment, and state requirements. Special focus of the meetings will be to examine student progress as indicated by the day teacher communication forms, tutor feedback, and BGCL staff reports. Report cards, universal screeners, and end of course test results will also be examined during governance meetings. Additionally, the council will review and assess the programs offered and their impact on the designated goals and objectives. Any suggestions and/or recommendations for changes will be reviewed to ensure alignment with supporting school day success and implemented by the program director, curriculum specialist, and lead teacher. The board will be representative of all stakeholders to include the Boys & Girls Club CEO, 21st CCLC Program Director, Curriculum Specialist, Unit Director/Site Coordinator, school administrators, 21st CCLC evaluator, community members/businesses, parents, and students.

The most recent Advisory Council meeting for existing 21st CCLC program was held 12/6/18 with the following in attendance: Qymane Brawner, Positive Place 1 Site Coordinator, Kyna Love, 21st CCLC Curriculum Specialist, Ari Guzman, 21st CCLC Walters Club Unit Director, Heber Lopez, Pansion Global enrichment provider, Dominique Allen, 21st CCLC Fair Street Unit Director, Dr. Michael Bush, Pioneer RESA, Gwenell Brown, Fair Street International Academy Principal, Charlene Williams, 21st CCLC Fair Street Club Lead Teacher, Wesley Roach, Enota MIA Principal, Charisma Cheeks, Teen Center Club Member, Angel Rodriguez, Lyman Hall Principal, Antoine Nealey, 21st CCLC Teen Center Club Unit Director, Shay Lewis, 21st CCLC Program Director, and Shannon McGonigal, 21st CCLC Teen Center Club Lead Teacher. Minutes for each meeting will be the responsibility of the BGCL. The meeting agenda, budget details, and minutes will be recorded and disseminated to all members via email with hardcopies stored in a binder. Input into the

development of the monthly agenda will come from Governance Board. Sustainability plans will be the responsibility of the Governance Board and will begin in year 1.

The SUCCESS ACADEMY school site staff will assist BGCL with disseminating information about the program through its school newsletter, teacher/parent workshops, and website. BGCL will serve as the fiscal agent for the grant and will provide the program staff and the 21st CCLC program model. BGCL is responsible for working with the secondary partners and guiding implementation of services and resources. HCS will provide federal snack and commit the time of current cafeteria managers to coordinate snack preparation and distribution. BGCL also works with the GA Mountain Food Bank to supplement snacks with healthy fruits and produce throughout the school year and during the summer. BGCL has held various agencies meetings. Although a formal MOA is not currently available, BGCL will continue to work closely with the University of North Georgia to provide opportunities for volunteer services as well as administrative support. BGCL has developed partnerships and memorandums of agreements with the various community resource agencies responsible for some key functions of the program, which include volunteer placement, career development, snacks, and referrals. These operating partnerships include the Hall County Schools, Lyman Hall Elementary School, GA Mountain Food Bank, and Brenau University. Each partner has signed a MOA, which is included in attachments. Partners will be invited to serve on the 21st CCLC Governance Board/ Advisory Council that will meet quarterly.

(Word count is 578)

Download a signed Memorandum of Agreement for each partner, as well as for each school and school system to be served.

MOA:

Breanu University

MOA: [Breanu University moa_100_525.pdf](#)

Georgia Mountain Foodbank

MOA: [Georgia Mountain Foodbank moa_100_524.pdf](#)

Hall County Public Schools

MOA: [Hall County Public Schools moa_100_527.pdf](#)

Lyman Hall Elementary School

MOA: [Lyman Hall Elementary School moa_100_528.pdf](#)

Hall County Public Schools

MOA: [Hall County Public Schools moa_100_81.pdf](#)

Lyman Hall Elementary School

MOA: [Lyman Hall Elementary School moa_100_582.pdf](#)

Program Name: Walters Club Success Academy

F. Collaboration and Communication (6 Points)

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

DISSEMINATING UNDERSTANDABLE/ACCESSIBLE INFORMATION TO THE SCHOOLS, LEAS, STUDENTS, PARENTS, AND COMMUNITY: In accordance with federal guidelines, BGCL submitted a public notice of the intent to apply for 21st CCLC funding in the Gainesville Times, which ran on 11/26/18 and 11/27/18.

Given the gaps identified previously and demographic dynamics of our student population and their families' literacy needs, BGCL will ensure the reading difficulty/proficiency levels are appropriate

and understandable for our targeted population groups. BGCL's Success Academy program staff including the Program Director, Georgia Twenty-first Century Unit Director, and Curriculum Specialist and Unit Director will be responsible for disseminating all pertinent and understandable information to the school, LEA, students, parents/guardians, and community. Specific dissemination marketing and promotion will begin in August 2019 and will include the following:

1. Banners and brochures promoting the 21st CCLC program on site and throughout the community; social networking sites with reported successes, event details, and pictures; flyers in Spanish and English distributed to the entire school population, which include dates and hours of operation, location, objectives, and promotion of educational activities;
2. Remind blasts to communicate to all partners and families of upcoming activities; a newsletter in Spanish and English will be sent to all families each month with news highlighting all 21st CCLC Academy Success programs; website with all classes, pictures, activities, partners, and descriptions of the 21st CCLC program; translation in other languages will be provided as needed.
3. Advisory Board members will be responsible for the overall community outreach and communication efforts.

DISSEMINATED INFORMATION/TIMELINE/METHOD/RESPONSIBLE PERSON: All promotional materials such as banners and brochures will be provided by the BGCL and not allocated in the budget. BGCL's Success Academy's Program Director will be responsible for ensuring the Unit Director collects all essential information. The Unit Director and Curriculum Specialist will ensure all essential information is captured including academic and behavioral reports developed by staff and tutors, which will be sent home to parents/guardians monthly. Progress updates toward goals will be reviewed at each Governance Meeting, which will include partners.

1. Banners and brochures promoting the 21st CCLC program on site and throughout the community; social networking sites with reported successes, event details, and pictures;
2. Flyers will be distributed to the entire school population, which include dates and hours of operation, location, objectives, and promotion of educational activities; email blasts to communicate to all partners and families of upcoming activities; and,
3. A newsletter will be sent to all families each month with Success Academy news highlighting all 21st CCLC programs; website with all classes, pictures, activities, partners, and descriptions of the 21st CCLC's Success Academy program.

DISSEMINATION LANGUAGES: BGCL will employ bilingual staff, as needed, to ensure all families have access to language appropriate information. The dissemination languages will include English and Spanish.

COMMUNICATION PROCESS/SCHOOL GENERATED STUDENT DATA ACCESS FOR PROGRAM STAFF: BGCL, HCS, and the Advisory Board in conjunction with the external evaluator will design and develop a clear process for clear communication guidelines for dissemination of Success Academy's school generated data and access. Parents of students will sign a document allowing for the dissemination of academic and behavioral information/records from HCS for use in the 21st CCLC program in accordance with the Family Educational Rights and Privacy Act (FERPA). School Administrators and the HCS Title I and/or School Improvement Director will oversee communication with regard to performance assessments and data access for distribution including Georgia standards-based test results, short cycle assessment results, surveys, and Individualized Education Plan (IEP) to the BGCL 21st CCLC staff. GMAS scores, benchmark/assessment scores, discipline reports will be provided to BGCL staff for the continuous assessment and quality improvement of student performance to measure progress towards the stated program objectives. A Progress Board will be located at the Success Academy's program site to provide a snapshot of how the program is progressing toward the outcomes. All program progress reports/assessments will be made available to stakeholders and community members for review. Student data will be collected monthly from tutors and BGCL staff and quarterly from day school teachers. The information will be utilized to determine the focus of the tutoring and/or enrichment activities and to revise the program as necessary to meet the needs of the students. Annual student input via needs/interest assessments will also provide guidance on the interest of students in order to inform the engaging enrichment activities offered through the program. These data reports will be discussed at the quarterly governance council meetings.

(Word count is 744)

Program Name: Walters Club Success Academy

G. Student Safety and Transportation (6 Points)

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

- a. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer);
- b. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
 - i. Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
 - ii. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.
- c. The maximum length of travel time students will travel either to or from the site(s);
- d. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
- e. How the facility will safely accommodate the proposed number of students.

Please note: Purchasing of vehicles of any kind using this funding is prohibited by the GaDOE. Also, the GaDOE will not allow the purchase of vouchers for public transportation (MARTA) due to the liability and risk associated with putting students on transportation without supervision.

a. **HOW THE SUCCESS ACADEMY SAFETY OF CHILDREN WILL BE MAINTAINED ONSITE (E.G., REQUIRING PARENT OR GUARDIAN SIGN-OUT, CHECKING IDENTIFICATION, AND THE PRESENCE OF SCHOOL RESOURCE OFFICER):** The Success Academy 21st CCLC program will take place at the Joseph F. Walters Club facility. When leaving school grounds the school personnel ensure that a school resource staff is present to see students safely off campus. When students arrive at the Joseph F. Walters Club, BGCL staff meets and directs students safely inside the building. "Safe Passage" will include obtaining every name, address and emergency phone number as well as medical information and placing it on paper-based and electronic file system. BGCL staff will ensure that parents/guardians sign-out the students when they are picked up. BGCL requires identification of any individual picking up a child if that parent/guardian is not known to the staff in charge of signing students out at the end of the afternoon program. The Joseph F. Walters site also keeps entries locked at all times, requiring a staff member from inside the facility to grant access to anyone entering the site.

b. **HOW STUDENTS PARTICIPATING IN THE PROGRAM WILL TRAVEL SAFELY TO AND FROM THE SITE(S), INCLUDING THE TYPE(S) OF VEHICLE(S) USED TO TRANSPORT THE STUDENTS:** Success Academy does operate on LHES grounds and does require transportation to the site by bus. They are then transported home by school bus or picked up by a family member. Parental notification will be acquired through a parent meeting that will address "Safe Passage" procedures in order to build trust. The vehicles used will be HCS school approved busses. All HCS drivers meet school district and Dept. of Transportation requirements and are trained on topics including safety, student discipline, and emergency procedures. Bus monitors and drivers receive national criminal background checks. Bus monitors are assigned during program field trips. HCS provides liability insurance when children are being transported home.

c. **THE MAXIMUM LENGTH OF TRAVEL TIME STUDENTS WILL TRAVEL EITHER TO OR FROM THE SITE(S):** No SUCCESS ACADEMY student will travel via bus more than 45 minutes from the SUCCESS ACADEMY after-school program to home. Appropriate maximum travel time takes into consideration age of students as well as the proximity of the site to surrounding residential areas. Once students are identified for the program, a bus route will be generated by HCS Maintenance and Operations for students who register for transportation home.

d. **HOW THE FACILITY WILL MEET ALL APPLICABLE SAFETY AND ACCESSIBILITY STANDARDS, INCLUDING THE AMERICANS WITH DISABILITY ACT:** SA activities will occur at the BGCL Joseph F. Walters Club. The facility undergoes an inspection by the Gainesville Fire Department each year which will ensure it is in compliance with ADA laws and meets an appropriate square footage calculation in order to provide services for the projected population size.

e. **HOW THE FACILITY WILL SAFELY ACCOMMODATE THE PROPOSED NUMBER OF STUDENTS:** The SUCCESS ACADEMY activities will occur at the Joseph F. Walters Club facility.

Joseph F. Walters, through BGCL's policy and regulations, ensures that adequate spacing and maximum number of students complies with all safety, and fire code regulations. BGCL staff will ensure and uphold all safety accommodations and meet an appropriate square footage calculation in order to provide services for the projected population size. BGCL provides liability insurance during program hours. The Joseph F. Walters facility has 10,450 square feet of occupied space with a maximum occupant load of 209 people, providing adequate space for the SA program.

(Word count is 583)

Program Name: Walters Club Success Academy

H. Sustainability Plan (6 Points)

A preliminary sustainability plan must be developed as part of the application to show how the community learning center will continue the same level of service once the funding has been reduced to 90% in year 4, 80% in year 5, and ultimately, after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan must include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding.

The 21st CCLC FY-2020 five-year grant award allows BGCL, HCS, and Advisory Board members sufficient time to meet, plan, strategize, and garner community stakeholders and partners commitments to design, develop, and implement a sustainability plan for the Success Academy 21st CCLC program after funding ends. The plan will include the following elements:

a. **COLLABORATIVE PARTNERSHIPS:** The funding plan will include working directly with schools, universities, non-profit organizations, and business partners, increasing the number of mentors and volunteers working with students, securing other grant resources from foundations and local industries, and involvement of community business funds to support components of the program. The school principals will support the program by working closely with Boys & Girls Club staff through the governance board meetings. HCS will continue to provide support for the data collection, recruitment, retention, and transportation of students. Volunteer organization partners such as Legacy Link and local universities - Brenau University and University of North Georgia - will continue to provide volunteers and/or mentors to work with students as this effort is their core mission. Snacks will be provided through a continued partnership with the school lunch program of the Title I schools, University of North Georgia summer snack program, Georgia Mountain Food Bank, and Bright From the Start Child and Adult Food Program At-Risk After School funding during the school year. BGCL will be responsible for maintaining the core youth development staff for the program.

b. **CONTRIBUTIONS TO DEVELOPING A VISION AND PLAN FOR FINANCIAL CAPACITY AND SUPPORT:** BGCL leadership and 21st CCLC School Governance Board will develop detailed strategic and financial plans identifying responsible parties and timelines for scope of work completion. As participatory partners, BGCL leadership and 21st CCLC School Governance Board will develop detailed strategic and financial plans to maintain comprehensive academic enrichment programming. This plan will include potential partnerships for in-kind contributions of materials, services, and other supports. BGCL will seek continued support of BGCA Alliance funding for the program.

c. **EVENTUAL SUSTAINMENT:** BGCL's Board of Directors and staff will have specific fundraising goals in order to sustain the program beyond year 5. These resources will be used to assist with securing funds to cover reduced funding in years 4 and 5 and the costs to continue operations after the grant funds end. Boys & Girls Club employs a 3-person Development and Communications Department led by Chief Development Officer, Joyce Wilson, with a Director of Development and Communications, and a Grants and Development Administrator which will support sustainability efforts through grant writing, program impact promotion, and fundraising. Mrs. Wilson has 32 years of nonprofit management experience, strategic planning, financial and budget development, and cost savings strategies. BGCL will continue its prospect research in pursuit of other foundation, events, corporate, and individual donor funding opportunities for SUCCESS ACADEMY program sustainment.

d. **SUCCESS ACADEMY PROGRAM AFTER 21ST CCLC FY 2020 FIVE-YEAR GRANT FUNDING ENDS:** HCS and BGCL have excelled in securing resources for student programming. Beyond the funding allocation years, the program will work to show less dependency on federal funds to sustain the program. A cost benefit analysis will be implemented on program component, curriculum, and activities to determine its success in achieving the desired outcomes. Agreements

will be sought with local organizations and partners to continue to provide resources to support the program in the areas of tutoring, parent involvement, and enrichment classes, snacks, and staff development. Additional formalized partnership agreements will be sought with identified potential partners to provide core enrichment program services. Some of the resources may be in kind or include a partnership on other youth development grant funding opportunities. Program fees for non-21st CCLC students are nominal and will remain as such to support participation beyond the funding cycle. Typical membership is \$40 per year and children have access to free after-school care; Summer Camp fees are \$200.

e. ASSOCIATED TIME FRAMES: BGCL will begin developing and implementing our sustainability plans for our SUCCESS ACADEMY - 21st CCLC program in year one of the grant program cycle. Sustainability efforts will be a focus as well as a responsibility of each person serving on the Board of Directors, Leadership/Management Staff, and the 21st CCLC Governance Board. A cost benefit analysis will be implemented on each program component, curriculum, and activities to determine its success in achieving the desired outcomes. Each year of the grant cycle the plan will be reviewed, modified, and adjusted as needed to stay on target with our plans' proposed outcomes for years 4 and 5 and upon the end of the grant cycle. Resource development efforts will focus on the components that increase the student outcomes as indicated in the goals and objectives of the program.

(Word count is 770)

Program Name: Walters Club Success Academy

IV. Evaluation (10 Total Points)

All grantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For the purpose of this application, an external evaluator is an individual, agency, or organization, with **no** vested interest in the 21st CCLC program. This requirement excludes the original application writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator at this time, however, the applicant must address the qualifications it will seek in an evaluator. The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *GaDOE's expected reporting outcomes* section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

INTRODUCTION: The goal of the 21st CCLC Success Academy (SA) program is to increase the academic success of students. Specific outcome objectives have been established in the areas of student academic achievement, student performance, and parent/family literacy and educational support program participation. Based on the jointly developed needs assessments, the program plan design established goals and the measurable objectives listed in the Goals, Objectives, and Timeframe Table include all indicators of the SA FY 2020 21st CCLC program.

PROJECT EVALUATION: BGCL is committed to transparent accountability through a comprehensive quality third-party evaluation appropriate to address our SA program goals, objectives, activities, time lines, and documented performance measures and resulting outcomes. A third party evaluator will be contracted with experience in evaluating 21st CCLC grants. The evaluation will be consistent with providing objective data and information on the service delivery, program results, and participant satisfaction of the program. BGCL will comply with all participation requests in the GaDOE grant evaluation. The evaluation will include the two performance indicators for reporting purposes for data collected on participation, Stakeholders involvement, partners, constituents, supporters, participants, and parent/guardian involvement on Success Academy outcomes evaluation. The evaluation plan described below is designed (1) to provide information and recommendations to local program leadership personnel for improving the

envisioned programs effectiveness, efficiency and quality (2) to provide measures of progress toward meeting the criteria that will be used by the Department of Education to determine if programs will be provided continuation funds for years two through five of the program. BGCL will follow our policy regarding procurement and contractual services.

EXTERNAL EVALUATOR SELECTION: BGCL has selected the External Evaluator, Pioneer Regional Educational Service Agency (Pioneer RESA) as our evaluation service provider for our FY 2020 21st CCLC "Success Academy." Pioneer RESA is an independent outside third party evaluation service. The agency serves 15 school systems, and is governed by a 19 member Board of Control that functions much like a local board of education. The support they provide includes facilitative, consultative, technical, staff development services, and evaluation services that promote continuous improvement planning, building system capacity to sustain change, and to connect school improvement plans to systemic improvement efforts. They provide a grant evaluation team that offers a qualitative and quantitative survey development and analysis based on a multitude of data analysis methodologies including statistical analysis; interpretation of regional, system, school, teacher, and student level GMAS/EOCT results; and grant-generated formative and summative assessments. . Pioneer RESA has provided services for 83,750 students from 125 different schools throughout a 15-county service area. Pioneer RESA evaluators are assigned to programs for evaluation based on the requirements of the grant program and their areas of expertise and training. The team has expertise in grant evaluation for 21st Century Community Learning Center Programs and their staff is trained in statistical analysis and appropriate use of statistical software. Pioneer RESA did not participate in the program development and has no vested interest in the evaluation assessment and outcomes. Pioneer RESA evaluators are bound by the Code of Ethics for Georgia Educators and work diligently to insure that all documents, analysis results, and reports are accurate, objective, and clearly reflect valid data. Pioneer RESA evaluators maintain an effective working relationship with their assigned programs, but also maintain an environment that is objective and independent in nature without inappropriate influence of school, system, or project staff. The focus of the Pioneer RESA evaluators is to work successfully with programs to produce accurate representations of the programs in order to address any identified areas for improvement and growth. The Pioneer RESA evaluator will collect data specific to the measurable goals and objectives throughout the course of the year. Data for evaluation of the BGCL 21st Century Community Learning Center will be correlated to the goals and objectives defined in the 21st Century Grant application in the Goals, Objectives, and Activities. Timelines for completion of data analysis and program reports will be developed in consultation with program staff to consider both the times that data becomes available, the due dates of program reports, and the needs of administrators and program personnel for data and reports that are used in project implementation and modification. The evaluation plan will include the following components: goals, objectives, the data sources, measurement timeline, data analysis, benchmarks, and report timelines; the relationship of measurements to goals is outlined.

ASSESSMENT OF PROGRESS TOWARDS EACH OBJECTIVE/EVALUATION DESIGN: Data will be tracked and processed using hard copy and database management files. Evaluation instruments will provide timely information to allow for revisions and adaptations as needed. Data will be collected on a daily basis with bi-weekly and monthly compilations. Quarterly and annual evaluations and the accompanying reports will be used to determine progress toward and completion of stated objectives; delivery and success of program activities and components; overall effectiveness in meeting program purposes and performance indicators and success in addressing the needs of the target population.

Evaluation Methods: The evaluation process will include formative and summative evaluations – each employing the use of quantitative and qualitative measures. In concert with the evaluation team and assigned evaluator, our Success Academy Program staff will use the following strategy to assess the progress towards each of objective identified in the grant narrative:

Goal # 1: Success Academy students will improve academic performance. This will be quantified using three objectives: 1) 60% of students participating in the program will improve their reading performance; 2) 60% of students participating in the program will improve their mathematics grades; and 3) 65% of participants will improve homework completion. The Data Sources that will be used to assess progress will be benchmark assessments, universal screeners such as HCS-created reading and math unit assessments, Fountas & Pinnell Benchmark Assessments, and the Development Reading Assessment, GMAS scores, teacher reports, pre and post-tests, surveys, observations, and attendance records will be collected at the end of each nine-week grading period; GMAS scores will be collected at the end of the school year. These data sources will be used to provide both a formative and summative evaluation. Benchmarks will include Day Teacher's Reports, After-school Teacher Reports, Benchmark Assessments, universal screeners, GMAS scores, and STEM pre- and post-tests.

Goal # 2: Success Academy students will improve classroom behavioral performance. This will be

quantified using two objectives: 1) 65% of students participating in the program will demonstrate improvement in classroom behavior; and 2) 65% of students participating in the program will demonstrate improvement in class attendance and participation. The Data Source that will be used to assess progress will be Day Teacher Surveys that will be collected each nine weeks for continuous review and revision as well as for both a formative and summative evaluation. Benchmarks will include Day Teacher's Reports and After-school Teacher Reports.

Goal # 3: Success Academy parents/guardians will participate in literacy improvement services and increase parent participation in the educational process. This will be quantified using two objectives: 1) 50% of parents/guardians will participate in family literacy/education activities at least twice each school year and 2) 50% of parents/guardians will participate in activities that promote their child's success in school at least twice each school year. The Data Source that will be used to assess progress will be Event Sign in Sheets, parent surveys and evaluations, which will be collected twice each school year. Sign in sheets as well as parent evaluations will be used to provide both formative and summative data analysis and will be evaluated quarterly for continuous review and revision. Benchmark data will include Day Teacher Monthly Reports, After-school Teacher Reports, Event Sign in sheets, and Parent Evaluations. The Pioneer RESA evaluator will participate in routine meetings and visitations to discuss formative assessment results and plans for program improvement. Additional consultations may be scheduled as appropriate for program evaluation and guidance. Mid-year and end of year evaluation reports will be provided as required by the state in order to gather data, analyze for goal and objective obtainment, and guide for success of the program.

Evaluation implementation plan: The evaluation implementation plan will include the following list of activities 1) Monthly visits to each 21st Century site and with the Program Director that include observations of both tutoring and enrichment activities and/or parent activities; 2) Attendance at quarterly Advisory Board meetings; 3) Attendance at monthly stakeholder meetings (at least 50%, if notified in a timely manner); 4) Provide notes, feedback, recommendations from monthly observations; 5) Complete both formative and summative assessments of the program; 6) Complete the initial assessment and submit to Program Director; 7) Develop survey tool and survey stakeholders' mid-project and end-of-project as determined to be appropriate beyond the data collected by APlus Cayen; 8) Review source data, including appropriate universal screeners such as universal screeners such as HCS-created reading and math unit assessments, Fountas & Pinnell Benchmark Assessments, and the Development Reading Assessment, GA Milestones Assessment System (GMAS) scores, teacher reports, pre and post-tests, surveys, observations, and attendance records; 9) Collecting and compiling data from the APlus Cayen System and other data collection instruments; 10) Updating evaluation components as appropriate; 11) Analyze goal and objective data using qualitative and quantitative methods; 12) Prepare all reports identified by the Georgia Department of Education for program evaluation and submit 2 weeks prior to due date; and, 13) Attend Annual Evaluation information session with the GADOE and local leaders.

REPORTING: Mid-year evaluation reports will include data addressing student attendance, program operation, objective assessment, and recommendations. End of year evaluation reports will include data addressing program overview and history, student attendance and enrollment, program operation, quality of staffing, objective assessment, other observations, progress towards sustainability, and overall recommendations. Benchmark data will be collected for every objective prior to quarterly 21st CCLC Governance Board meetings. Baseline data will be collected prior to the beginning of the program and comparisons will be made to the baseline data at the first Governance Board meeting. Continuous comparisons to the previously collected data will occur at each subsequent council meeting throughout the program. These comparisons will be used to assess the progress of the program and provide a basis for formative change in order to improve the success of the participating students. Progress toward attainment of objectives and specific performance measures will be reported to students, parents and the community.

Monthly, the newsletters will be delivered to parents of students enrolled, partners, and other stakeholders indicating this same information about the program participation rates and group student achievement progress. All data and progress toward objectives and benchmarks will be delivered to the 21st CCLC Governance Board quarterly. Based on the data report, the 21st CCLC advisory board will evaluate the need for program revisions and improvements to ensure the goals are achievable. GaDOE's EXPECTED REPORTING OUTCOMES: A mid-year formative report in February as well as a summative report in June will be delivered to HCS, the BGCL Board of Directors, and the Georgia Department of Education – all required elements will be reviewed and presented.

b. The detailed methods anticipated for data collection (e.g., who will collect data, and how they will collect data); DETAILED DATA COLLECTION METHODS/ WHO WILL COLLECT DATA: BGCL's Program Director, Curriculum Specialist, HCS data, and targeted school personnel will be responsible for collecting data and ensuring the evaluation team receives the collected data. The evaluation team will also be responsible for collecting and analyzing data to develop the required

evaluation reports.

HOW DATA WILL BE COLLECTED: With the direction and guidance of the evaluator, BGCL's program director staff will collect a variety of data (process, descriptive, formative, and summative). The data will be collected from day school personnel records, after-school program staff records; school needs assessments and surveys, HCS data personnel, students, parents/guardians. This data will be used to provide proof that the many milestones and committed grant activities are actually being fulfilled and to show further evidence that the work being performed is resulting in the outcome-driven goals, objectives, and results listed in the grant proposal. At a minimum, the evaluator will: a. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include i. program data, such as enrollment, demographic, attendance, and activity information, to be entered into the web-based tracking system on an on-going basis; ii. Surveys from parents, students, teachers, and staff at the end of each school year; and, iii. school records data, including student grades, GMAS reading and math scores, school attendance, STEM, Pre and post test scores, and disciplinary actions at the end of each school year. In addition, the evaluator will b. Guide the Youth Program Quality Assessment (YPQA) process; c. Assist the program with initial implementation; d. Use local data to guide a performance improvement process and a sustainability plan; e. Review with program staff the 21st CCLC On-site Monitoring Documentation Form; f. Assist with the completion and submission of the Annual Report Form (ARF); and, g. Collect any additional data requested by the local grantee.

c. Identification of specific measures and data sources that will be used to measure progress towards each objective; **TYPES OF DATA COLLECTED:** We will collect two kinds of data. For the process assessment portion of our evaluation, we will collect data on the integrity of implementing our program model. This data will include the number of hours of tutoring provided per student, the number of tutoring sessions per week over what period of time, the tutoring methods used, etc. For the outcome assessment portion, we will utilize the data we currently collect for our annual performance measures, i.e. student outcomes including reading, math, and behavioral skill improvement and overall increases in reading proficiency.

EVALUATION TOOLS INDICATORS: The evaluation tools indicators will be used to determine increased knowledge, positive changes in behavior, and improved test scores. They will consist of attendance records, teacher reports, SUCCESS ACADEMY's staff reports, and GMAS scores, sign in sheets, satisfaction surveys, test results, and other instruments developed by the evaluator. We will also use self-reports from students, parents, teachers, and the service providers on observed program impact, and actual testing outcomes. **PROGRAM DATA ANALYSIS/REPORTS:** Data collection and interpretation of data will be carried out regularly and systematically each quarter with the analysis of grades, day teacher reports, and after-school teacher reports; program refinement will be ongoing according to data retrieved during the quarterly reporting periods; and the Governance Board and BGCL staff will review the data at quarterly meetings and review recommendations for changes.

d. The proposed timeline for collecting data to establish continuous and overall assessment of objective progress;

PROPOSED TIMELINE FOR DATA COLLECTION: The 21st CCLC Success Academy data collection process on different items will occur at different intervals. GMAS scores collected annually, appropriate universal screeners such as universal screeners such as HCS-created reading and math unit assessments, Fountas & Pinnell Benchmark Assessments, and the Development Reading Assessment, GA Milestones Assessment System (GMAS) scores, and benchmark assessments collected twice per year. BGCL assessment data will be collected four times per year. The proposed timelines for data collection to establish continuous and overall assessment of progress on our objectives are specifically addressed in our goals and objectives tables and (previously identified above in section (a) of the evaluation responses). Additional timelines include daily, weekly, and monthly intervals as appropriate for the programs being implemented.

e. Identification of benchmarks that will be used to monitor progress towards objectives;

BENCHMARKS USED TO MONITOR PROGRESS TOWARDS OBJECTIVES: BGCL prides itself in our commitment to provide high-yield, quality, fully engaging, and enriching after-school programming that serves the whole child. In line with our Mission and our Core Beliefs, BGCL's Global Benchmarks set the stage and are interwoven in the agency's overall and ongoing quality programming.

BGCL focuses on efficient organization, environment, and instruction as critical implementation aspects for maintaining quality in after-school programs and services. We examine our staff leadership, instructional methods and strategies; we provide academics and enrichment; we demonstrate personal responsibility, accountability and self-direction; we collaborate with day schools and we address safety, health, and physical space; code of conduct; relationships; and our overall program climate. The milieu that drives us to achieving our program objective benchmarks include : 1. SUCCESS ACADEMY's program environment: a. Programming/Activities, b.

Family/Community Involvement, c. Staff/Professional Development, d. Management/Administration, e. Evaluation; 2. SUCCESS ACADEMY's program organization: a. Safety, b. Health, c. Physical space, d. Resources, e. Positive Human relationships; 3. SUCCESS ACADEMY's instructional features: a. Academic Support, b. Social Development, c. Character Building, d. Citizenship, e. Enrichment, f. Positive Youth Development; 4. SUCCESS ACADEMY's program self-evaluation: a. Internal and external reviews of our performance, b. Identifying and addressing weaknesses, c. Acknowledging and capitalizing on our strengths; 5. SUCCESS ACADEMY's fine tuning of program features, a. Address and fix what is not working, b. Expand what is working, and c. Continue to grow.

PROGRAM BENCHMARKS: Our Success Academy's 21st CCLC program BENCHMARKS areas follows:

1. Goal # 1: Success Academy students will improve academic performance in reading and mathematics. This will be quantified using three objectives: 1) 60% of students, participating in the program will improve their reading grade and 2) 60% of students participating in the program will improve their mathematics grades; 3) 65% of students participating in the program will demonstrate improvement in homework completion. BENCHMARKS will include Day Teacher's Reports, Afterschool Teacher Reports, Benchmark Assessments, universal screeners, and GMAS scores.

2. Goal # 2: Success Academy students will improve overall success. This will be quantified using two objectives: 1) 65% of students participating in the program will demonstrate improvement in classroom behavior; and 2) 65% of students participating in the program will demonstrate improvement in class attendance and participation. BENCHMARKS will include Day Teacher's Reports, attendance records, and After-school Teacher Reports.

3. Goal # 3: Success Academy parents/guardians will participate in literacy improvement services and increase parent participation in the educational process. This will be quantified using two objectives: 1) 50% of parents / guardians will participate in family literacy/education activities at least two times per school term and 2) 50% of parents / guardians will participate in activities at least two times per school year that promote their child's success in school. BENCHMARK data will include Day Teacher Monthly Reports, Afterschool Teacher Reports, Event Sign in sheets, and Parent Evaluations.

BENCHMARKS PROCESS EVALUATION QUESTIONS includes: • Is our tutoring model being implemented with integrity? If not, why not? • Do the sites' institutional infrastructure support the services provided by BGCL? If so, how so; if not, why not? • Are there any modifications that we need to make in our service delivery based on our outcome findings?

BENCH MARKS OUTCOME EVALUATION QUESTIONS includes: • Have students improved in their reading and math ability as anticipated, after their participation in the program? • If students improved in their reading and math ability, how much change occurred, in which areas, and in who have these changes taken place? • What tutoring practices caused the reading and math ability changes in students? • How will the outcomes of students enrolled in the BGCL Reading/Math Tutoring Program compare with similar students not served by any tutoring program? • What other causal factors have an impact (positive or negative) on the desired program outcomes?

f. Anticipated methods for both continuous and overall data analysis;

ANTICIPATED METHODS FOR CONTINUOUS AND OVERALL DATA ANALYSIS: The following details provide a summary of the core values of the BGCL evaluation design:

CORE VALUES / HOW DATA WILL BE USED

Establishes Focus: The system of data collection and the constant review of data – comparing progress with the grant proposal's scope of work – will help to keep BGCL's staff and stakeholders focused on meeting the objectives, and the performance outcomes of the SUCCESS ACADEMY program. This will also lead to an enhanced level of understanding of service delivery successes, challenges, and solutions. Initial internal staffing implementation meetings will occur monthly. Evaluation meetings will occur semi-annually. Programmatic adjustments will be made if needed semi-annually; unless there is clear indication that it is required sooner. We will depend on data collected, comparisons, analysis reports, and evaluator feedback and assessments and adjust accordingly. **Management of the BGCL Program:** Data, as noted in activity reports, sign-in sheets, and budget expenditure reports, will be systematically collected by staff, school personnel, and the evaluator and shared with stakeholders. The data will allow for the monitoring of SUCCESS ACADEMY activities and activity schedules - guiding short-term corrections and planning for the future to make sure timelines and activity commitments are met in an efficient manner. **Operational Efficiency:** Knowing what has been accomplished and what still needs to be accomplished – using data and the BGCL's grant proposal as our guide – will help to streamline service delivery and enhance the coordination of SUCCESS ACADEMY's services to students, their parents, and SUCCESS ACADEMY program staff.

Accountability to the Funder, Consumers, and Stakeholders: Formative and summative data will produce empirical and documented evidence that BGCL's SUCCESS ACADEMY program is meeting the identified objectives, activities, timelines, commitments and providing the essential services to improve student's academic and behavioral outcomes; and the literacy services and increased parental/guardian involvement in students' academic progress. Sustainability of the Initiative: Outcome and summative data of the program will serve to produce evidence as to whether or not SUCCESS ACADEMY merits continued expenditures of grant and securing other funds and resources. Replication of Best Practices Outcome and summative data of the program will serve to produce evidence as to whether or not SUCCESS ACADEMY merits replication and expansion within BGCL's general regional area. Progress reports and the continued documentation of program practices and strategies will be compiled as a guide for replication if we indeed pass the "litmus test." That test includes the successful accomplishment of the identified performance measures required for this program.

g. Information about when the reports of results and outcomes will be available (written formative and summative reports). Written formative and summative reports are required to show continuous assessment of progress and should follow the format described in the reporting outcomes sections in the "Guidance for Program Evaluation" link above; and AVAILABILITY OF REQUIRED REPORTS ON RESULTS/OUTCOMES: Formative Evaluation:

BGCL's formative evaluation will provide an ongoing progress evaluation, including the collection of quantitative and qualitative data to determine if benchmarks are being met and to reveal unexpected developments. This evaluation ensures that activities and strategies support objectives and are adjusted and revised as needed; essential elements such as staffing, training, curriculum, equipment, supplies, materials and other resources are available and applicable to the program; program information reaches the appropriate audiences; and participants are progressing toward stated outcomes. This evaluation will utilize quantitative (test scores, attendance records, retention, assignments, teacher, school, and assessment tests) and qualitative feedback from participants and stakeholders (students, parents, administrators, teachers, and BGCL key program staff) for ongoing program improvement. Upon completion of quarterly evaluation, the CEO, SUCCESS ACADEMY Program Director and staff, and evaluator will assist in determining revisions. BGCL will deliver evidence of such revisions and their outcomes by the following quarter.

The SUCCESS ACADEMY program written formative evaluation reports will include documented written reports by the external evaluators and contain, at a minimum, the following elements:

1. Student attendance;
2. Program operation;
3. Objective assessment; and,
4. Recommendations

WRITTEN FORMATIVE REPORTS: A mid-year formative report will be prepared, submitted, and delivered to BGCL Board of Directors, HCS, and GaDOE no later than February 1st of each funded year – all required elements will be reviewed and presented.

Summative Evaluation: BGCL's summative evaluation, conducted at the end of the grant year, will allow BGCL to gauge the overall success of the program, as well as the effectiveness of specific components and underlying strategies. The summative evaluation will identify strengths and weaknesses, benefits and associated costs, program components and strategies, and the value of revisions to specific strategies. The summative evaluation will provide information regarding overall accomplishments, areas of success on achieving goals and objectives, and program impact on the targeted population. This evaluation will assess the program's success on a quarterly, yearly, and cumulative basis and the program's success in meeting overall goals and objectives, benefits to participants and staffing professional development.

The SUCCESS ACADEMY program completed summative report will include, at minimum, the following sections:

1. Overview and history
2. Student attendance and enrollment
 - a. Total and regularly participating student enrollment
 - b. Student demographics (e.g., gender, ethnicity)
 - c. Average daily attendance
3. Program operation
4. Quality of staffing
5. Objective assessment
6. Evaluator observations
7. Progress towards sustainability

WRITTEN SUMMATIVE REPORTS: A written summative report will be prepared, submitted, and delivered will be delivered to BGCL, HCS, and GaDOE in June of each funded year– all required

elements will be reviewed and presented.

h. Indication of how information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).

HOW INFORMATION WILL BE USED TO MONITOR PROGRESS/REPORT TO

STAKEHOLDERS: The Success Academy will use the evaluation information to review, identify, and assess the SUCCESS ACADEMY program site's success and any short falls to meeting our goals and objectives. We will capitalize on our successes, address, and restructure any issues identified on short falls in a timely manner to correct/modify our activities to ensure we are in compliance. We will use both process and outcome evaluation. The process evaluation findings will allow us to make informed decisions toward continued improvement of tutoring services. We want to train our tutors (both certified teachers and community volunteers) to more effectively provide high quality tutoring to our students. The outcome evaluation findings will enable us to decide whether the increased reading and math skills of students are in fact, the result of our program services. The evaluation will provide us with information on causality. In addition, we will report our findings to other supporters/stakeholders, including funders and community partners. The evaluation findings will also be applied to improving promotion and outreach activities for recruiting new BGCL members, new community volunteer tutors, nonprofit partners, and strategic business partners.

BENCH MARKS PROCESS EVALUATION QUESTIONS includes:

- Is our tutoring model being implemented with integrity? If not, why not?
- Do the sites' institutional infrastructure support the services provided by BGCL? If so, how so; if not, why not?
- Are there any modifications that we need to make in our service delivery based on our outcome findings?

BENCH MARKS OUTCOME EVALUATION QUESTIONS includes:

- Have students improved in their reading and math ability as anticipated, after their participation in the program?
- If students improved in their reading and math ability, how much change occurred, in which areas, and in who have these changes taken place?
- What tutoring practices caused the reading and math ability changes in students?
- How will the outcomes of students enrolled in the BGCL Reading/Math Tutoring Program compare with similar students not served by any tutoring program?
- What other causal factors have an impact (positive or negative) on the desired program outcomes?

BGCL, HCS, school personnel, the Advisory Board, and the evaluator will use the following list of questions as a base to monitor our progress: 1. Are we on target with number of students, hours, programs, and budget?; 2. What has been / is being accomplished?; 3. Are we meeting the identified goals and objectives?; 4. Are we on target with activities, timelines, and services?; 5. Are the data tools and instruments gathering the information we intended?; 6. What is working?; 7. What is not working - what is needed to correct any of these areas?; 8. Are revisions or changes called accomplishing our objectives?; 9. Are the students/parents needs' being met?; 10. What changes are being realized?; and, 11. How are we looking?

Our reviews, assessments, and evaluation reports will be based on jointly collected responses and analysis for monitoring. The evaluator will prepare a quarterly, mid-year, or as needed, and an annual report on these findings with clear plans to address any short falls and modify/develop new plans to strengthen, improve, and refine our program activities and services to meet our identified performance measures.

Those reports will be made to the funder, BGCL and HCS staff, the 21st CCLC Governance Board, all other stakeholders, parents, and students annually and upon request. We will post the summarized evaluation information using all avenues of the local media, BGCL's website, HCS's Website, and the school site website.

1) HOW RESULTS WILL BE USED TO REFINE, IMPROVE, AND STRENGTHEN THE

PROGRAM/PROGRAM PERFORMANCE MEASURES: The results of the evaluation will be used by Success Academy's BGCL, HCS, school personnel, and the Advisory Board to capitalize on what is working and what is not working. The analysis of the results will be used in a timely manner to ensure that we meet all identified goals, objectives, program activities, and to refine data collection instruments and measurement tools using the following for targeted outcome process measurements:

1. What changes or modifications need to be made to address any discrepancies with being on target with number of students, hours, programs, and budget?
2. How can we expand, increase, or capitalize on accomplishments?
3. Are we meeting the identified goals and objectives?

4. Are we on target with activities, timelines, and services?
5. Are students demonstrating planned improvements?
6. Are parents using literacy services?
7. Are parents/guardians participating in students' academic and behavioral growth?
8. Are we measuring what we intended to measure?
9. Do we need to modify/strengthen our data collection tools and instruments to gather any missing information?
10. How do we expand what is working?
11. What is not working - what is needed to correct any of these areas?
12. Are revisions or changes called for are we accomplishing our objectives?
13. Are the students/parents needs being met?
14. What feedback elements are we missing?
15. Is there anything else we could be doing?
16. How do we capitalize progress for program sustainability?

(2) AVAILABILITY OF RESULTS: Our reviews, assessments, and evaluation reports will be based on jointly collected responses to these questions. The evaluator will prepare a mid-year, as needed, and an annual report on these findings with clear plans to address any short falls and developing any new plans to strengthen, improve, and refine our program services to meet our identified new plans to strengthen, improve, and refine our program services to meet our identified performance measures. Those reports will be made to the funder, BGCL and HCS staff, the Advisory Board, all other stakeholders, parents, and students annually and upon request. We will post the summarized evaluation information using all avenues of the local media, BGCL's website, HCS's Website, and the school site website. We will send notices home with students to the parents/guardians.

(Word count is 5029)

21st CCLC Competitive Priority Worksheet FY20

EACH applicant MUST complete the Competitive Priority Worksheet FY20, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Boys & Girls Clubs of Lanier, Inc.

[Co-Applicant Guidance](#)

[School Designations](#)

[List of Counties Eligible for Priority 4](#)

No Priority Claimed (0 points)

Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 240.

- Priority 1: Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please see page 15-16 of this RFP for detailed information Competitive Priority criterion. (Maximum of 5 points)
- Priority 2: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI), 4 points, or Targeted Support and Improvement (TSI), 3 points. (Maximum 10 points). Please see page 16 of this RFP and refer to [Supplemental Form G](#) for more information.
- Priority 3: Program is proposing to serve students in grades 9, 10, 11, and 12. (Maximum of 5 points)
- Priority 4: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding in FY19. Please see [Supplemental Form F](#) for list of counties eligible for priority. (Maximum of 5 points)
- Priority 5: Program is proposing to operate a summer program, during each year of the award, for a total number of 60 hours for a minimum period of three consecutive weeks during each summer recess. (Maximum of 5 points)

15	<input type="checkbox"/>	The activities and services described in the application shall be administered by or under the supervision and control of the Subgrantee. The Subgrantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
16	<input type="checkbox"/>	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
17	<input type="checkbox"/>	The Subgrantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
18	<input type="checkbox"/>	Funds shall be used only for financial obligations incurred during the grant period.
19	<input type="checkbox"/>	The Subgrantee will submit its annual budget within 30 days of the grant award.
20	<input type="checkbox"/>	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
21	<input type="checkbox"/>	The Subgrantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 2, Subpart F, "Audit Requirements".
22	<input type="checkbox"/>	The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
23	<input type="checkbox"/>	The Subgrantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
24	<input type="checkbox"/>	The Subgrantee will submit reports to GaDOE and to the U.S. Department of Education as may reasonably be required. The Subgrantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
25	<input type="checkbox"/>	The Subgrantee will submit an annual summative evaluation report no later than June 30. If applicable, the Subgrantee will submit its summer session summative evaluation report no later than September 30.
26	<input type="checkbox"/>	The Subgrantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Subgrantee related to the Subgrantee's charges and performance under the 21st CCLC subgrant.
27	<input type="checkbox"/>	The Subgrantee understands that the control of 21st CCLC grant funds and title to property acquired with 21st CCLC grant funds will be in a public agency or in a nonprofit entity, institution, organization, or Indian tribe, if the law authorizing the 21st CCLC program provides for assistance to those entities; and the public agency, nonprofit entity, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
28	<input type="checkbox"/>	The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the 21st CCLC grant funds must be managed in accordance with 2 C.F.R. § 200.310-316.
29	<input type="checkbox"/>	The Subgrantee will submit proof of its Fidelity and Liability Insurance Policy and proof of minimum liability transportation insurance to the Georgia Department of Education within 60 days of the grant award. (Does not apply to school districts)
30	<input type="checkbox"/>	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.

31	<input type="checkbox"/>	All required documentation (e.g., reimbursement requests, attendance data, student grades, test scores, etc.) will be entered and updated in a timely manner as stipulated by GaDOE.
32	<input type="checkbox"/>	The Subgrantee certifies that state and national criminal background checks will be conducted annually for any and all individuals acting on behalf of the Subgrantee including: regular volunteers, employees, contractors, relatives, etc. prior to their employment, whether or not they have direct contact with students. In addition, the Subgrantee agrees to develop and utilize written policies on how the criminal background check results will be used in hiring and volunteer practices.
33	<input type="checkbox"/>	The Subgrantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
34	<input type="checkbox"/>	The Subgrantee understands that 21st CCLC grant funds will not be used for lobbying the executive or legislative branches of the Federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
35	<input type="checkbox"/>	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
36	<input type="checkbox"/>	Subgrantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
37	<input type="checkbox"/>	In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Subgrantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.
38	<input type="checkbox"/>	The Subgrantee will establish and communicate to all students, parents, and staff its procedure whereby anyone suspecting fraud, waste, or abuse involving 21st CCLC funds shall call or write the appropriate authorities.
39	<input type="checkbox"/>	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (non-LEAs).

By my electronic signature I certify that I am the authorized signatory for the Fiscal Agent and official Subgrantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Steven Mickens, Chief Executive Officer, of Boys & Girls Clubs of Lanier, Inc. for the program Walters Club Success Academy

Not certified by electronic signature

Georgia Department of Education
Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and/or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or

- b. Are planned to be used during performance; or
- c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.
- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

- 1. Termination of the Agreement.
- 2. Exclusion from subsequent GaDOE grant opportunities.
- 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**

The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period (**APPLICANT MUST CHECK AT LEAST ONE BOX BELOW**):

- A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.
- No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

Signature of Fiscal Agency Head (required)
Not signed by electronic Signature

Typed Name of Fiscal Agency Head (required)
Steven Mickens

Typed Position Title of Fiscal Agency Head (required)
Chief Executive Officer

Date (required)
00/00/0000

Co-Applicant Required Signatures, if applicable:

I hereby certify that I am an authorized signatory of the co-applicant for which application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Name of entity/agency acting as Co-Applicant, if applicable: Hall County Public Schools

Name of Co-Applicant Contact Person: Will Schofield
Position Title of Co-Applicant Contact Person: Superintendent
Telephone: 770-534-1080 Fax: 770-535-7404
E-mail: will.schofield@hallco.org

Signature of Co-Applicant's Authorized Agency Head (if applicable)

Will Schofield
Typed Name of Co-Applicant's Authorized Agency Head (if applicable)
Superintendent
Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

00/00/0000 at 00:00:00 Date (if applicable)

Non-Profit Organization
Financial Management Questionnaire

I. General Information

Name of Organization: Boys & Girls Clubs of Lanier, Inc.

Data Universal Numbering System (DUNS) Number: 927266411

Federal Employment Identification (FEI) Number: 580656890

Address (Number and Street/ PO Box): P.O. Box 691

Address (Number and Street/ PO Box):

City/Town: Gainesville State: GA Zip Code: 30503-0691

Phone#: 770-532-8102 Ext: 303

Name of Officers	Title	Phone	Email Address
Steven Mickens	Chief Executive Officer	770-532-8102	smickens@bgclanier.org
SheTeriha Lewis	Program Director	7064142729	slewis@bgclanier.org
Larry Baldwin	Co-President	770-540-4492	lbaldwin@hallcounty.org
Abb Hayes	Co-President	770-842-1923	ash@homlaw.com

1. Does your organization have a governing board? YES NO

If yes, please list the board members.

2. Is your organization aware of any conflicts of interest? YES NO

If yes, please note any conflicts of interest.

3. Please upload a PDF copy of your organization's articles or charter.

Download organization's articles or charter: [Boys & G_charter_100.pdf](#)

4. Please upload a PDF copy of your organization's 501(c)(3) Internal Revenue Service forms.

Download organization's articles or charter: [Boys & G_irs_form_100.pdf](#)

II. Type of Fund

1. Please indicate if your organization is applying for a grant or contract. GRANT CONTRACT

2. Please indicate how your grant or contract will be funded. STATE FEDERAL OTHER

III. Financial Information Disclosure

Fiscal Year 2017 Ending Date: 12/31/2017

2. What percent of funds is used for administrative purposes? 11.16%

3. Does your organization have past due debt owed to the state or federal government? YES NO

4. Has your organization declared bankruptcy in the last 3 years? YES NO

If yes, explain.

5. Does your organization have any ongoing or pending litigation which may have a financial impact? YES NO

If yes, state the approximate amount. \$0.00

Describe.

6. Are there any going concern issues? YES NO

If yes, explain.

7. Do state and federal funds comprise more than 75% of your organizations total revenue? YES NO

8. Has your organization previously received a federal or state grant or contract? YES NO

If yes, explain.

BGCL has received 21st CCLC funding, funding from the U.S. Department of Human Services through the Ga. Alliance of Boys & Girls Clubs, USDA snack program funding through Bright from the Start, U.S. Department of Justice funding through Boys & Girls Clubs of America, and U.S. Department of Education funding through the Carol M. White PEP Grant.

Amount	Funding Source (federal/state) & Type (grant/contract)	Agency Providing Funds	Latest Year Receiving Funds
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\$1981376.00	21st CCLC - Federal	GA DOE	2018
\$364750.00	Ga. Alliance of Boys & Girls Clubs Pass Thru - Federal	Dept Human Services	2018
\$35000.00	Bright From the Start - Federal	USDA	2018
\$34200.00	Boys & Girls Clubs of America Pass Thru - Federal	U.S. Department of Justice Office of Justice Programs	2018
\$208661.00	Carol M. White PEP - Federal	U.S. Department of Education	2012

9. Has your organization filed a federal 990 tax return for the last fiscal/calendar year? YES NO

If no, explain why the return has not been filed and upload your latest return.

Please upload the return.

10. Has your organization been audited (financial or programmatic)? YES NO

If yes, please upload the most recent audit completed.

If no, explain.

11. If your organization was audited, were there any findings? YES NO

If yes, list the findings.

12. Was corrective action taken to address the findings? YES NO

If yes, please upload documentation to show that corrective action was taken.

If no, explain.

13. Did your organization expend \$500,000 or more in federal funds in your last fiscal year? YES NO

If yes, please upload your most recent A-133 audit report.

14. Did your organization expend \$100,000 or more in state funds in your last fiscal year (if yes, you should have checked 'yes' for #10 and have uploaded an audit report)? YES NO

15. Did your organization expend at least \$25,000 but not more than \$100,000 in state funds in your last fiscal year? YES NO

If yes, please upload audited or unaudited entity-wide financial statements.

17. If you answered yes to #13, #14, or #15, did your organization submit the required information to the Georgia Department of Audits and the state agency from which funds were received? YES NO

If no, explain.

Please upload your organization most current federal 990 tax return.

[Download organization's articles or charter: Boys & G tax_return_doc_100.pdf](#)

Please upload your organization most recent audit completed.

[Download organization's articles or charter: Boys & G recent_audit_doc_100.pdf](#)

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.

[Download organization's articles or charter: Boys & G A_133_audit_doc_100.pdf](#)

Please upload audited or unaudited entity-wide financial statements.

IV. Internal Controls

1. Is your organization's staff sufficient to provide for adequate separation of duties in regards to deposits, payments, reconciliations, supervisory reviews, and preparation of financial statements?

YES NO

If no, explain.

2. Is your organization's accounting system able to account for state and federal grants and contracts separately? YES NO

If no, explain.

3. Is your organization's accounting system able to account for costs according to the categories that would be contained in your approved state or federal program budget? YES NO

If no, explain.

4. Is your organization's time distribution system able to account for each employee's time by project, being distributed to the proper state or federal program? YES NO

If no, explain.

5. If your organization receives federal funds, is your organization in compliance with OMB Circular A-122, "Cost Principles for Non-Profits?" YES NO

6. Does your organization have written procurement policies? YES NO

If no, explain.

To the best of my knowledge and belief, I certify that all data in this document is true and correct.

Name of Representative	Steven Mickens	Title	Chief Executive Officer
Signature	Not Certified by Electronic Signature	Date	00/00/0000 at 00:00:00