



Georgia Department of Education  
21<sup>st</sup> 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

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

If yes, please provide the year of initial funding: 2010

**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): 75

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:**

2022-2023: \$261,800.00      2023-2024 \$261,800.00      2024-2025: \$261,800.00  
2025-2026: \$235,620.00      2026-2027: \$209,440.00

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-Hartley  
Position/Title of Fiscal Agent's Contact Person: Director of Program Development  
Address: P.O. Box 691  
City: Gainesville Zip: 30503  
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 of Schools  
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 of Schools  
Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

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

Program Name: Tadmore 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) are joint applicants for FY 2023 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 (75) high-risk, low income, and special needs students attending Tadmore Elementary School (TES), a K-5 Title I elementary school. (75) students from the same target population will be served during the summer program. 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 11/24/21 and 12/01/21. The application will be available to view on the BGCL website ([www.boysgirlsclubs.com](http://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 United States Census Bureau, (21%) of Gainesville residents and (13.5%) of Hall County residents live in poverty. The US Bureau of Labor shows an unemployment rate of (2%) for Gainesville, Georgia. The targeted student population at TES are members of the families that are considered high-poverty and qualify for free and reduced school lunch services (86%). The TES service area overlaps with Qualified Census Tract 7.01, indicating a poverty rate of (25%) or more for a large portion of the school district. According to Georgia Department of Education's 2019 College and Career Ready Performance Index (CCRPI) indicator results of TES students, (57%) of students are considered Beginning or Developing Learners in math while (67%) of students are considered Beginning or Developing Learners in English language Arts (ELA). (78%) of English learners (EL) are Beginning or Developing Learners in ELA while (67%) are Beginning or Developing Learners in math. In Fall of 2021, the Fountas and Pinnell Benchmark Assessment System (BAS) indicated (55%) of TES 1st – 5th grade students are reading below grade level, while the Individual Knowledge Assessment of Number (IKAN) indicated (54%) of the same population's numeracy skills are below grade level. 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 test scores, school improvement plans, feedback from the school staff, parents, and students, Success Academy afterschool and summer program has been designed to serve (75) school year and (75) summer kindergarten through fifth (K-5) grade students at risk for poor performance on school-based benchmarks and grade level measures in math and ELA/reading.

BGCL Director of Program Development, She' Teriha Lewis-Hartley, Tadmore Elementary School Principal, Robin Gower and TES Assistant Principal, Judith Mancuso, held a meeting 10/22/2021 and discussed the continued need for the SUCCESS ACADEMY for TES students. It was decided that the SUCCESS ACADEMY objectives are in direct support of the needs of TES and SA would continue to serve as a beneficial support to students.

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. 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 ELA/reading needs and homework completion, while (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 Tadmore Elementary School's chosen math and ELA/reading assessment tools, universal screeners such as Fountas and Pinnell Benchmark Assessment System, BEACON, IKAN, Georgia Numeracy, and Math Fluency, 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 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: Tadmore 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. In addition to the narrative, the GaDOE will check Equitable Services for Private Schools (ES4PS) reports to ensure applicants sent invitations and Form A to eligible private schools.

LEAD APPLICANT: Boys & Girls Clubs of Lanier (BGCL) has a strong community presence and has been cultivating relationships and partnerships for 68 years. Our organization currently has over 400 volunteers annually, including 29 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 Schools (HCS). As lead applicants, BGCL administrators and staff including Steven Mickens, CEO, and She' Teriha Lewis-Hartley, 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 inclusion of a focus on Tadmore 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 2023 21st CCLC grant application, BGCL and HCS have worked jointly, since October 2021, to plan and improve the "Success Academy" for Tadmore Elementary School, which is a Title I school. From this collaboration, we have determined that we will serve (75) high-risk, low-income, and special needs students at TES during the school year and (75) students from the same target population during the summer.

A meeting occurred with TES principal Robin Gower and TES assistant principal, Judith Mancuso to discuss the current afterschool partnership and the FY 2023 program (10/22/21). Emails were made between BGCL and Judith Mancuso (11/30/21/, 12/7/21) as well as 21st CCLC Program Director, She'Teriha Lewis-Hartley to exchange information regarding the school improvement plan and data regarding academic benchmarks and behavior and disciplinary actions. These contacts would further confirm feasibility of the continuance of serving the proposed school and the role of the school district and school site in the co-applicant status and partnership roles. TES is in need of improvements in such areas as demonstrated in the TES School Improvement Plan and congregate data collected by the school.

**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, meeting requests were sent to local using the Equitable Services for Private Schools (ES4PS) application (identified in the Private Schools Form) inviting them to participate in the grant planning and to partner in for the grant application (January 2022). There was no response from the notices sent.

*(Word count is 469) If the word count exceeds 9,000, please upload any remaining narrative for Question A. The Process below.*

### ***B. Specific Needs (10 Points)***

Provide specific and concrete data citing the specific academic 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 deficiencies and 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 U.S. Census Bureau for Hall County and Gainesville population/racial/age living conditions demographics, housing, and poverty rates, socio-economic 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 TES'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 TES school improvement plan and state-based data; the results indicated that TES's improvement needs were identified as 1) Increase student achievement in all content areas, and 2) Establish behavior expectations. The TES goals corresponding to these overarching needs include 1) increasing student success through improvement of instruction and measured by formative and summative assessment data – including but not limited to – fluency measures, Developmental Reading Assessment (DRA), Georgia Milestones Assessment System (GMAS) scores, and unit tests. Specifically, by the end of SY22, the percentage of students in each subgroup moving into the "Proficient" and "Distinguished" levels of performance on the BAS will increase by 2%; the "Closing the Gaps" score will increase by 2%; and the percentage of economically disadvantaged students moving into the "proficient" and "distinguished" level of performance on the GMAS ELA will increase by 3%; 2) Decrease office referrals for minor infractions, increase the concept of student ownership in the school facility, and hold student responsible for behaviors. Special focus will be paid to the subgroups that are flagged in the achievement data. The TES student population is

highly comprised of minorities, with (80.7%) identified as Hispanic and (4.6%) identified as Black, Mutli-Racial, or Asian/Pacific Islander. According to the most recent CCRPI data, the TES Hispanic subgroup has a significant percentage score as Beginning Learners (34%) and Developing Learners (37%) in ELA, while (16%) of the same group are identified as Beginning Learners and (43%) as Developing Learners in math. (65%) of TES students are English Learners (EL), indicating a majority of the population is in need of special focus in ELA, math, and reading.

These sources of information identified specific educational, health, socio-economic, housing, and criminal high risk factors in our community that have a prominent impact on and places TES 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 Tadmore 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 afterschool and summer school programs and other identified essential and supportive services. The targeted student population will consist of (75) low-income, migratory regular students with a minimum of (5) students with special need during the school year and (75) students with a minimum of (5) students with special needs from the same target population during the summer.

**ACHIEVEMENT/SUPPORT SERVICE GAPS IDENTIFIED BY NEEDS ASSESSMENT PROCESS:** Boys & Girls Clubs of Lanier (BGCL) and Tadmore Elementary School (TES), a Title I school, has identified achievement and support service gaps for the SUCCESS ACADEMY after-school and summer program. SUCCESS ACADEMY is designed to improve the academic performances and classroom behavior of (75) high-risk, low-income K-5th grade students with (5) of that total representing students with special needs during the school year and (75) students including a minimum of (5) students with special needs from the same target population during the summer.

The Georgia State Department of Education (GADOE) 2019 CCRPI results indicate TES scored (58.8) on content mastery. According to GADOE, the CCRPI Content Mastery component includes achievement scores in English language arts, mathematics, social studies, and science. The Content Mastery score for TES (58.8) is significantly below the score for the state of Georgia (68.7). (67%) scored as Beginning or Developing Learners in ELA, and (57%) scored as Beginning or Developing Learners in math. Fountas and Pinnell Benchmark Assessment System (BAS) data collected in Fall 2021 indicates (55%) read below grade level. Individual Knowledge Assessment of Number (IKAN) indicates (54%) of the same population's numeracy skills are below grade level. By analyzing the data supplied by the School Improvement Plan revised October 2021, the demographic data, along with CCRPI results and TES universal screeners and Benchmark Assessment data, a significant portion of the population at the school needs support to close the gap in math, science, social studies, and especially in reading and language arts. Of specific concern is the low performance of students who are either/or Hispanic, economically disadvantaged, English Learners, or disabled. Corresponding to the academic concerns is the need to decrease the discipline referrals amongst students.

**TARGETED COMMUNITY:** The targeted community is Tadmore 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 2020 census, the population was 203,136. Explosive growth is evident, with 2010 census data showing a population of 179,684. Hall County remains extremely rural and many of its residents reside in unincorporated areas, accounting for more than half of the county's population. Data from the 2019 American Community Survey (ACS) indicates Hall County is composed of 65,625 households of which (28%) have children under the age of 18. (11.6%) have a female householder with no husband present. The U.S. Census Bureau estimated racial makeup of the county is (87%) White, (8.1%) Black or African American, (0.8%) American Indian or Alaskan Native, (2.1%) Asian, (.2%) Native Hawaiian and Other Pacific Islander, and (1.7%) from two or more races. About (29.1%) of the population are Hispanic or Latino of any race, (60.1%) is White alone, and (28.7%) of the population speaks a language other than English in the home compared to (14%) in the state. The per capita income for the county is \$29,680. (14.5%) of the population live below poverty level, with (25.7%) 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. The US Bureau of Labor shows an unemployment rate of (2%) for Hall County.

**SPECIFIC COMMUNITY:** The TES attendance zone is located in zip code 30507 in Gainesville, Hall County, Georgia. In zip code 30507 in Gainesville, there are 8,029 households out of which (34.5%) have children under the age of 18 living with them. In Gainesville, Georgia (44.2%) are married couples living together. The median income for a household in the city is \$51,520, and the

median income for a family is \$59,300. The per capita income for the city is \$26,411 with about (21%) of the population living below the poverty line, including (34.6%) of those under age 18. In November 2021, the unemployment rate was indicated to be at (1.6%). Much of the community resides in Qualified Census Tract 7.01, indicating a poverty rate of (25%) or more in the area.

**TARGETED POPULATION:** The targeted population is (75) after school and (75) summer students who live in Gainesville, Georgia and attend Tadmore Elementary School, a K-5 Title I school. We will target a total of (75) low-income, low performing, and migratory K-5th grade students, which includes (5) special needs students. The school reports a significantly high rate of economically disadvantaged students (87.5%). 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 the school, existing fee-based after-school services are financially out of reach for many families. Tadmore Elementary School has a total enrollment of 553 students. (80.7%) of students are Hispanic, (14.8%) White, (2.2%) Black, (2.2%) multi-Racial, and (.2%) Asian/Pacific Islander.

**TARGETED SCHOOL/GRADES/# OF STUDENTS:** The targeted school is Tadmore Elementary School. The targeted grades are K-5. The number of students is (75).

**ACADEMIC/BEHAVIORAL CRITERIA:** Other needs factors include limited English proficiency rates at (34.7%), and students with disabilities at (16.3%) of the student population.

**AGREED UPON NEEDS:** School improvement plans are developed annually to reflect the changing needs of the student population. TES has identified desired outcomes in the School Improvement Plan (increasing student success through improvement of instruction and measured by formative and summative assessment data – including but not limited to – fluency measures, Developmental Reading Assessment (DRA), Georgia Milestones Assessment System (GMAS) scores, and unit tests. Specifically, by the end of SY22, the percentage of students in each subgroup moving into the “Proficient” and “Distinguished” levels of performance on the BAS will increase by 2%; the “Closing the Gaps” score will increase by 2%; and the percentage of economically disadvantaged students moving into the “proficient” and “distinguished” level of performance on the GMAS ELA will increase by 3%; Decrease office referrals for minor infractions, increase the concept of student ownership in the school facility, and hold student responsible for behaviors) that addresses 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 additional low performances of students in math, science, social studies and especially language arts.

TES School Improvement needs are identified as follows, aligning with the focus of the program: Increase student success through improvement of instruction and measured by formative and summative assessment data – including but not limited to – fluency measures, Developmental Reading Assessment (DRA), Georgia Milestones Assessment System (GMAS) scores, and unit tests. Specifically, by the end of SY22, the percentage of students in each subgroup moving into the “Proficient” and “Distinguished” levels of performance on the BAS will increase by 2%; the “Closing the Gaps” score will increase by 2%; and the percentage of economically disadvantaged students moving into the “proficient” and “distinguished” level of performance on the GMAS ELA will increase by 3%. The Success Academy program will provide 4 hours of tutoring each week, with time split between math and reading/language arts. 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. Certified teachers will direct tutorial services with the assistance of paraprofessionals and/or college education majors (junior and senior) tutors who will provide academic assistance. Materials including curricula supporting Georgia Standards of Excellence (GSE) will be utilized.

Decrease office referrals for minor infractions, increase the concept of student ownership in the school facility, and hold student responsible for behaviors. TES and BGCL continue to coordinate efforts to ensure that the supports for students are being met during and after school. Efforts such as this will continue to be made for SUCCESS ACADEMY programs in order to serve the whole student, increasing achievement academically and behaviorally.

Parent engagement with academics and learning will increase to fulfill the need expressed through the Tadmore School Improvement Plan. Success Academy employs a host of parent engagement activities including family nights, financial planning, nutrition classes, technology training, and parent training. Consistent communication between Success Academy and TES parents will ensure these activities meet the Environment and Climate standard and the Family and Community Partnerships standard established by Georgia Afterschool & Youth Development (GAASYD)

initiative.

If the needs are not addressed, TES elementary 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 TES students.

LEARNING SUPPORTS: • 100% of parents/guardians will be contacted by teachers every semester. In a collaborative effort with the district and the schools, 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.

*(Word count is 2079) If the word count exceeds 9,000, please upload any remaining narrative for Question B. Specific Needs below.*

### **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 Nita M. Lowey 21st Century Community Learning Center's (21st CCLC) program focus is to provide free after-school and summer tuition to (75) high-risk, low-income, and special needs students to improve their academic performances and classroom behavior. Throughout the 21st CCLC's Success Academy program, based on the identified needs listed in the school improvement plans, universal screeners, and GaDOE state test results; students will receive Boys & Girls Clubs approved programs which include tutoring, guidance, development, and as well as homework help services. Gaps for each student will be identified by an individualized education plan created by homeroom teachers and 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. Qualified teachers employed by BGCL will oversee tutoring and remedial education services provided by teachers, paraprofessionals, and junior- and senior-level college education majors in the targeted subject areas. The qualified teachers will ensure that services are in alignment with GMAS standards, GSE, and complement specific school day 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 Nita M. Lowey 21st CCLC after-school and summer 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 and summer 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 in reading and math.

Tutoring – Core subject specific tutoring services provided by qualified day school teachers; group tutorials will also be available for the lower grades where less differentiation is made amongst core subjects.

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.

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.

My.Future - An online technological program that develops Club members' proficiency with





Tadmores Elementary School	Hall	N/A	PK-5	537	<input checked="" type="radio"/> Yes <input type="radio"/> No	86.4 %	75
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FUNDING REQUEST WORKSHEET

Program Name: Tadmores Success Academy  
 Site Name: Tadmores Elementary School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of <u>WEEKS</u> per <u>YEAR</u> 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	70	5	15.00	36.00	\$5.05	\$6.30	\$207,900.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	70	5	35.00	4.00	\$5.05	\$6.30	\$53,900.00
Calculated Total							\$261,800.00

FUNDING REQUEST SUMMARY

Program Name: Tadmores Success Academy

Site	Calculated Total*
Tadmores Elementary School	\$261,800.00
Calculated total of all sites	\$261,800.00
Total allowable budget for this application	\$261,800.00

Program Name: Tadmores 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.

CBO/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, CBO/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.

CBO/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 (75) low-income and special needs students during the after school program and (75) low-income and special needs during the summer program 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 \$187,892 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 \$21,000 indicated in code 2700. Administrative staffing cost will not exceed 10% of total grant award; proposed budget shows a total of \$25,030 in designated function codes 2230, 2300 & 2500 (excludes audit, bond, background checks, and indirect costs). A (3.11%) administrative cost has been added to the budget to cover all costs associated with the management of the grant for a total of \$8,138 per year. External evaluation service will not exceed 3% of the award and is budgeted at only (2.68%) for a total of \$7,007 per year.

Furthermore, professional development for staff and volunteers, including curriculum alignment, have costs allocated in 2213 at \$8,917. 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 (75) students and their parents/guardians during the after school program and (75) students and their parents/guardians during the summer. 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 \$261,800. The average cost per student is \$3,491 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 (75) students (after school) and (75) students (summer) will receive high quality school academic improvement and enrichment services. Of those served, (60%) of the students will show gains in reading/ELA and math, and (65%) will show improvement in homework completion and 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 will supplement and not supplant other Federal, state, and local 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 2023 grant year is \$261,800. 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 on salary determination: 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 23, 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 23, 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 977)*

#### WORKING CAPITAL ANALYSIS WORKSHEET 2022-2023

Applicant Name: Boys & Girls Clubs of Lanier

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:	12/31/2020
Cash and cash equivalents*	\$ 2,028,271.00

Calculation of recommended working capital requirement:	
Proposed annual budget of the 21st CCLC program	\$ 261,800.00

Number of months of operation (including summer, if applicable)	12
Estimated monthly working capital requirement	\$21,816.67
Necessary working capital for 3 month period	\$65,450.00

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

FY23 RFP Budget Details For Year 1 (FY23)

**Program name:** Tadmore Success Academy

**Fiscal agent name:** Boys & Girls Clubs of Lanier

**Budget updated on (date):** 01/21/2022

					Sum: \$261,800.00	Maximum Amount Allowed: \$261,800.00	
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2023	1000 / 110	1000	110	6	\$5,440.00	\$32,640.00	Tutorial Instructors: Certified Teachers providing Milestone prep; math & reading tutoring activities; STEM activities; \$40/hr for 6 certified teachers at a 1:10 ratio for 4 hours per week. Afterschool program for 34 weeks
2023	1000 / 110	1000	110	6	\$1,920.00	\$11,520.00	Tutorial Instructors: Certified Teachers; Milestone prep; math & reading tutoring activities; STEM activities; \$40/hr for 6 certified teachers at a 1:10 ratio for 12 hours per week. Summer program for 4 weeks
2023	1000 / 110	1000	110	6	\$160.00	\$960.00	Tutorial Instructors: \$40 x 6 tutors 1 hours/week lesson planning for 4 week Summer Program
2023	1000 / 110	1000	110	6	\$1,360.00	\$8,160.00	Tutorial Instructors: \$40 x 6 tutors 1 hour/week lesson planning for 34 week Afterschool Program
2023	1000 / 110	1000	110	1	\$15,200.00	\$15,200.00	Lead Teacher & STEM facilitator @ \$50/hour for 8 hours/week @ 38 weeks

2023	1000 / 140	1000	140	5	\$8,640.00	\$43,200.00	"Youth Development Professional at 1:15 ratio; 5 staff @ \$12 hr. @20 hours per week @ 36 weeks Afterschool program salary"
2023	1000 / 140	1000	140	5	\$1,680.00	\$8,400.00	"Youth Development Professional at 1:15 ratio; 5 staff @ \$12/hr @ 35 hours per week @ 4 weeks YDP Summer Program salary"
2023	1000 / 200	1000	200	5	\$1,025.00	\$5,125.00	"Youth Development Professional benefits FICA (.0765) = \$661; workers compensation (.0131) = \$113; unemployment (.029) = \$251 YDP afterschool program"
2023	1000 / 200	1000	200	5	\$200.00	\$1,000.00	"Youth Development Professional benefits FICA (.0765) = \$129; workers compensation (.0131) = \$22; unemployment (.029) = \$49 YDP summer"
2023	1000 / 300	1000	300	2	\$3,500.00	\$7,000.00	Enrichment 1:15 ratio at \$50/hr - 2 teachers - art, music, dance, drama and other STEM and enrichment choice programs for 2 hours/week @ 35 weeks afterschool program
2023	1000 / 300	1000	300	2	\$800.00	\$1,600.00	Enrichment 1:15 ratio at \$50/hr - 2 teachers - art, music, dance, drama and other STEM and enrichment choice programs for 4 hours/week @ 4 weeks summer program
2023	1000 / 610	1000	610	1	\$5,000.00	\$5,000.00	General Materials for academic assistance & enrichment classes

							supplies for general afterschool program to include games; spiral notebooks/writing journals, paper, pencils, markers, crayons, glue ; Art Enrichment Supplies: Photo Paper, ink, matting board, paper, etc., Ceramics - clay and tools, paint, charcaol pencils, easels, canvas, brushes, etc.
2023	1000 / 616	1000	616	10	\$250.00	\$2,500.00	10 Laptops/Devices @ \$250/unit = \$2500. Mobile computer lab for use with all technology-based academic and enrichment programming - Edugenuity, Whitebox, Clubtech/Skilltech, Stride Academy, Digital Arts, Student Studio, etc.
2023	2100 / 191	2100	191	1	\$19,000.00	\$19,000.00	One Site Coordinator; oversight of daily operations. Part-time position @ \$20/hour x 25 hours/week @ 38 weeks. This is the most critical position as they are responsible for the entire site operation including: day-to-day management, programming and staff supervision, onsite data collection
2023	2100 / 191	2100	191	1	\$2,000.00	\$2,000.00	One Site Coordinator; oversight of daily operations. Part-time position @ \$20/hour x 35 hours/week @ 4 weeks. This is the most critical position as they are responsible for the entire site operation including: day-to-day management,

							programming and staff supervision, onsite data collection
2023	2100 / 200	2100	200	1	\$237.00	\$237.00	Site Coordinator benefits FICA (.0765) = \$153; Workers Compensation (.0131) = \$26; Unemployment (.029) = \$58 - Summer
2023	2100 / 200	2100	200	1	\$2,254.00	\$2,254.00	Site Coordinator benefits FICA (.0765) = \$1454; Workers Compensation (.0131) = \$249; Unemployment (.029) = \$551 - Afterschool)
2023	2100 / 610	2100	610	1	\$1,000.00	\$1,000.00	Supplies for 10 family events and parent services includes ; Family Night, community service, Lights On Afterschool, STEP Parenting Classes, Family Dinner/Read Nights, Financial Planning classes, Literacy classes. Supplies include paper products, light nutritional snack, coolers, games, movies, table/chair/tent rental @ average \$100/per event. Snack not exceed \$3.50/person.
2023	2100 / 810	2100	810	1	\$3,000.00	\$3,000.00	4 academic based field trips. Tellus Science Museum \$10/student. GA Aquarium \$12/student. Fernbank Museum \$12/student. Junior Achievement Discovery Center (free). Wild Animal Safari adult \$12/student. Center for Puppetry Arts \$14/person. Atlanta Botanical Gardens \$12/person. Elachee Nature Center \$6/person. Young Chefs Academy



							\$15/person All field Trips Must Be Pre-Approved
2023	2213 / 199	2213	199	1	\$5,632.00	\$5,632.00	Curriculum Specialist; 1/7 time per grant @ \$19/hr x 5.7 hrs/week x 52 weeks; - \$5632; coordinate and manage curriculum alignment with school day, program specific data collection and analysis
2023	2213 / 200	2213	200	12	\$116.00	\$1,392.00	Curriculum Specialist benefits Medical, Dental & life (\$116 per month)
2023	2213 / 200	2213	200	1	\$225.00	\$225.00	Curriculum Specialist benefit Pension (.04)
2023	2213 / 200	2213	200	1	\$668.00	\$668.00	FICA (0.0765) = \$431; Workers Compensation (.0131) = \$74; Unemployment (.029) = \$163
2023	2213 / 580	2213	580	1	\$500.00	\$500.00	GA ASYD Conference, 21st CCLC Conference, and 21st Century-related workshops, etc. Professional development for Program Director, Curriculum Specialist, Site Coordinator, Youth Development Professionals, Contractors, and Volunteers: - per diem \$56/day & POV mileage rate of \$.51/mile @ 110 miles round trip for 3 staff = \$1,008.90. @ \$.51/miles @ 92 miles roundtrip x 6 persons = \$281. Lodging expenses for overnight travel @ \$160 night for 7 staff x 3nights x avg. 2 overnight trainings = \$6,720. All Professional Development must be pre-approved by GADOE

2023	2213 / 810	2213	810	1	\$500.00	\$500.00	GA ASYD Conference, 21st CCLC Conference, and 21st Century-related workshops, etc. Professional development for Program Director, Site Coordinator, Youth Development Professionals, Contractors, and Volunteers: Beyond School Hours \$600 per person x 2; web-based training through Foundations Inc. \$342 per subscription. All Professional Development must be pre-approved by GADOE
2023	2230 / 142	2230	142	1	\$14,190.00	\$14,190.00	Data Clerk - enter and manage data in AS 21 data base; 25 hour x \$15/hour x 43 weeks = \$16125; summer and afterschool
2023	2230 / 190	2230	190	1	\$8,275.00	\$8,275.00	Program Director 1/7 time will be spent overseeing 21st Century Program site. \$33.5/hour x 5.7hour/week x 52week
2023	2230 / 200	2230	200	1	\$1,584.00	\$1,584.00	Data Clerk - FICA = \$1234; Unemployment = \$468; Workers Compensation = \$211
2023	2230 / 200	2230	200	1	\$981.00	\$981.00	Program Director 1/7 time will be spent overseeing 21st Century Program site. FICA = \$633; Workers Compensation = \$108 ; Unemployment = \$240
2023	2230 / 300	2230	300	1	\$2,100.00	\$2,100.00	Financial audit - 12% percent of budgeted review devoted to 21st CCLC. Budgeted BGCHC expense for audit is

							\$17,500
2023	2230 / 332	2230	332	15	\$55.00	\$825.00	Background checks: National & State background checks for staff, tutors, enrichment instructors, and other contractors, volunteers
2023	2230 / 520	2230	520	1	\$300.00	\$300.00	Cost of surety bonds as required by DOE
2023	2700 / 519	2700	519	1	\$3,816.00	\$3,816.00	Field Trip Transportation: total miles 634 @ \$2/mile for 2 buses = \$2536. 4 field trips with 2 drivers at 8 hours/day @ \$20/hour per driver = \$1280
2023	2300 / 880	2300	880	1	\$4,913.00	\$4,913.00	Costs incurred by contractor. Used to partially fund costs incurred for common expenses that increased to operate grant - human resources, accounting, and payroll, leadership, etc.
2023	2700 / 511	2700	511	1	\$21,000.00	\$21,000.00	Money allocated for contracted transportation services for HCS transportation: 2100 miles per year = 10 miles per day x 210 school days x \$2/mile = \$4,200. 2 Drivers x 20/hr x 2 hours/day x 210 school days = \$16,800. Amount in excess of \$21,000 will be a gift in kind from school system.
2023	2900 / 300	2900	300	1	\$7,007.00	\$7,007.00	Evaluation services for the grant program not to exceed 3% of grant award
2023	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 hours/week, 38 weeks (Registration, Afterschool, and Training)
2023	2100 / 177	2100	177	1	\$1,875.00	\$1,875.00	Parent Coordinator - to organize and implement family education and engagement activities. Maintains communication with parents/guardians, school personnel, partner agencies, etc. \$15/hour, 25 hours/week, 5 weeks (Registration, Summer and Training)
2023	2100 / 200	2100	200	1	\$1,749.00	\$1,749.00	Parent Coordinator - Benefits - FICA (.0765)=\$1090, workers comp (.0173)= \$246, unemployment (.029)=\$412 - Afterschool
2023	2100 / 200	2100	200	1	\$222.00	\$222.00	Parent Coordinator - Benefits - FICA (.0765)=\$143, workers comp (.0131)= \$25, unemployment (.029)=\$54 - Summer

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

		Year 1 (FY23)		Year 2 (FY24)		Year 3 (FY25)		Year 4 (FY26)		Year 5 (FY27)	
Maximum Amount Allowed		\$261,800.00		\$261,800.00		\$261,800.00		\$235,620.00		\$209,440.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$142,305.00	54.36	\$142,305.00	54.36	\$142,305.00	54.36	\$128,074.50	54.36	\$113,844.00	54.36
2100	Pupil Services	\$45,587.00	17.41	\$45,587.00	17.41	\$45,587.00	17.41	\$41,028.30	17.41	\$36,469.60	17.41
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$8,917.00	3.41	\$8,917.00	3.41	\$8,917.00	3.41	\$8,025.30	3.41	\$7,133.60	3.41
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$28,255.00	10.79	\$28,255.00	10.79	\$28,255.00	10.79	\$25,429.50	10.79	\$22,604.00	10.79
2300	General Administration (for Federal	\$4,913.00	1.88	\$4,913.00	1.88	\$4,913.00	1.88	\$4,421.70	1.88	\$3,930.40	1.88

	Indirect Cost)										
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	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2700	Student Transportation	\$24,816.00	9.48	\$24,816.00	9.48	\$24,816.00	9.48	\$22,334.40	9.48	\$19,852.80	9.48
2900	Other Support Services	\$7,007.00	2.68	\$7,007.00	2.68	\$7,007.00	2.68	\$6,306.30	2.68	\$5,605.60	2.68
	Total	\$261,800.00		\$261,800.00		\$261,800.00		\$235,620.00		\$209,440.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	187,892.00	71.77	187,892.00	71.77	187,892.00	71.77	169,102.80	71.77	150,313.60	71.77
	Administrative Expenses (2230, 2300 and 2500)	33,168.00	12.67	33,168.00	12.67	33,168.00	12.67	29,851.20	12.67	26,534.40	12.67
Code	Less:										
2230/300	Audit	\$2,100.00	0.8	\$2,100.00	0.8	\$2,100.00	0.8	\$1,890.00	0.8	\$1,680.00	0.8
2230/332	National Criminal Background Checks	\$825.00	0.32	\$825.00	0.32	\$825.00	0.32	\$742.50	0.32	\$660.00	0.32
2230/520	Surety bond	300.00	0.11	\$300.00	0.11	\$300.00	0.11	\$270.00	0.11	\$240.00	0.11
2300/880	Indirect costs	\$4,913.00	1.88	\$4,913.00	1.88	\$4,913.00	1.88	\$4,421.70	1.88	\$3,930.40	1.88
	Sub-Total	\$8,138.00	3.11	\$8,138.00	3.11	\$8,138.00	3.11	\$7,324.20	3.11	\$6,510.40	3.11
	Net Administrative Expenses	\$25,030.00	9.56	\$25,030.00	9.56	\$25,030.00	9.56	\$22,527.00	9.56	\$20,024.00	9.56
2900/300	External Evaluation expense	\$7,007.00	2.68	\$7,007.00	2.68	\$7,007.00	2.68	\$6,306.30	2.68	\$5,605.60	2.68
<b>Validations:</b>											
	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE		TRUE		TRUE		TRUE		TRUE	
	Net Administrative expense is 10% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	
	External Evaluation expense is 3% or lower	TRUE		TRUE		TRUE		TRUE		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). 21st Century Programs 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 educator's 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 CBO/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 CBO/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.

CBO/Non-LEA applicants currently operating a 21st CCLC program in FY22 are not required to include the financial audit and financial statements with their applications.

All CBO/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\\_156.pdf](#)

Audit and Financial Statements

Download a copy of [Boys&G\\_financials\\_156.pdf](#)

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• **CBO/Non-LEA Applicants Only**

In addition to the above narrative and budget information, all new CBO/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. CBO/Non-LEA applicants currently operating a 21st CCLC program in FY22 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 FY22?  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

CBO/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, CBO/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

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Program Name: Tadmore 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 68-year-old non-profit, community-based organization that serves over 7,000 youth annually through after school and summer youth development programs in Gainesville, Georgia and the surrounding Hall County and Habersham 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, we are motivation and incentive driven. 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 registered members we serve in Hall and Habersham counties; 78% of the participants are economically disadvantaged and 65% of the youth served identify as minorities. The current priority outcomes and indicators with which the organization measures success of the centers show that 100% of the teens that attend the center regularly graduated from high school; 90% of members agree they can stand up for what is right, even when friends disagree; 70% of members eat more than 3 fruits or vegetables each day; 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-2023 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 2021 @ \$1,774,400
2. OJP/Federal 2021 @ \$24,846
3. Ga. Alliance of Boys & Girls Clubs Pass Through/Federal 2021 @ \$918,574
4. Falcons/Foundation 2021 @ \$100,000
5. USDA CACFP At-Risk Afterschool Snack Program/Federal 2021 @ \$100,441

Previous 21st CCLC Program Implementation Success: BGCL currently operates six 21st Century Community Learning Centers. Four 21st CCLC 5-year grants were awarded for the FY 2015 and renewed in the FY 2020 grant-funding period. The first 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, Gainesville Exploration Academy,

Mundy Mill Intelligence Academy, and New Holland Knowledge Academy. The third grant funds the Fair Street Success Academy program, which targets exclusively 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. The fifth grant award, initially awarded for FY 2016 and renewed for FY 2021, targets students attending New Holland Knowledge Academy. The sixth grant, awarded FY 2018, targets students attending Tadmore Elementary School. The final grant is the predecessor to this request for funding to continue providing the Success Academy program after school and during the summer. BGCL continues to maintain compliance throughout these 21st CCLC funding opportunities. The organization's long-standing relationships with current 21st CCLC LEA partners provides the organization with valuable insight to ensure the needs of the targeted population are being met.

In FY 2019, Boys & Girls Clubs of Lanier's six 21st CCLC program sites achieved 48 of 60 objectives established for the program. Parent, student, and teacher surveys indicated satisfactory results of the program. Below are results from the summative evaluations conducted by Pioneer Regional Educational Service Agency (RESA). Please note these are the most recent evaluation results before the COVID-19 pandemic impacted programming and assessment for the 21st CCLC program in Georgia.

1. Attendance/Enrollment: The number of regularly participating students attending the program 30 or more days (717) exceeded the number of students targeted (455) across six program sites. All the students were actively engaged in both the academic and the enrichment activities.

2. Evaluation Satisfaction Survey: reports identified that out of (447) students surveyed, (95%) indicated they liked the 21st CCLC program. (92%) of those surveyed indicated a perceived improvement in classroom behavior, and (92%) experienced a perceived improvement homework completion. They felt better about themselves and their abilities, making new friends and their academics improved. School day teachers responded indicating that an average of (77%) of the students had demonstrated improvement in class attendance and participation and (68%) of students improved their homework completion rate. From (286) parent responses, (99.6%) witnessed an improvement in their child's behavior, (98%) indicated an improvement in their child's homework completion rate, and (99%) were satisfied with the program overall.

3. Observation Reports: The Success Academy program at BGCL 21st Century includes a schedule of tutoring and enrichment activities that support student enthusiasm and participation. The program offered opportunities for participants to receive additional instruction in the areas of reading and mathematics; experience various forms of arts education, physical fitness, and character and citizenship building; and develop friendships and relationships with caring adults in a welcoming and nurturing environment. Parents were engaged in a multitude of opportunities as well. Parents were greatly supported in English language acquisition, how to support their child's learning at home, parenting, technology use, etc.

The BGCL Youth Development Professionals (YDPs) are all dedicated, professional young people. They work diligently to assist participating children as they complete homework, listen to stories, dance, complete art projects, work on math and/or reading skills in classroom instructional settings, and experience technology. The YDP staff is composed of young women and men who make the child's experience safer and more fulfilling. The instructional staff works to remediate as well as enrich the reading and mathematics competency of the participants after teaching during the regular school day. The administrative staff works successfully with YDPs, certified staff, volunteers, and parents to monitor and maintain the program. They work with the community and volunteers to enrich the program and creatively implement strategies designed to boost the experience of the participating students and their families.

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 support Tadmore Elementary School goals: 1) increase student success through improvement of instruction and measured by formative and summative assessment data – including but not limited to – fluency measures, Developmental Reading Assessment (DRA), Georgia Milestones Assessment System (GMAS) scores, and unit tests. Specifically, by the end of SY22, the percentage of students in each subgroup moving into the



“Proficient” and “Distinguished” levels of performance on the BAS will increase by 2%; the “Closing the Gaps” score will increase by 2%; and the percentage of economically disadvantaged students moving into the “proficient” and “distinguished” level of performance on the GMAS ELA will increase by 3%; and 2) Decrease office referrals for minor infractions, increase the concept of student ownership in the school facility, and hold student responsible for behaviors. to meet the corresponding needs: 1) Increase student achievement in all content areas, and 2) Establish behavior expectations.

To meet these needs, the intended outcomes for the SA program are to improve (60%) of the targeted students' academic math and reading/English Language Arts (ELA) skills and improve (60%) of the targeted students' homework completion (academic achievement), while (65%) will improve their classroom behavior, and enhance and strengthen their attendance and participation (overall success), and engage (50%) of the parents/guardians in literacy and education activities at least once each school year and increase (50%) of parents/guardians involvement and communication with their child's teacher and/or school staff, by the end of the academic 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 Fountas and Pinnell Benchmark Assessment System (BAS), Individual Knowledge Assessment of Number (IKAN), Beacon, Math Fluency, 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 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 in math and reading/ELA 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/ELA and math. Materials presented to students will be based on individual needs reflective of their school day benchmark assessments and GMAS scores in reading/ELA 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 – DIY STEM - Socially engaging and team building adventure of discovering the mysteries of math and science through every-day activities. 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, 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.

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). 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. Positive Action – trained 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. Family involvement will be established through extended weekday hours for technology, reading center, family nights, and service-learning opportunities. Family & community involvement is a quality standard for GAASYD.

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, 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.

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## **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 regularly participating students (attending the program 30 days or more) will improve their reading/language arts grade by the end of the academic year as measured by appropriate universal screeners such as Fountas and Pinnell Benchmark Assessment System (BAS) and the Developmental Reading Assessment (DRA); 2) 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics grades by the end of the academic year as measured by universal screeners such as Individual Knowledge Assessment of Number (IKAN) and Math Fluency; and 3) 60% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion by the end of the academic year as measured by Day teacher observations, surveys, and quarterly reports. .

Activities and timeframes (c) for the first objective include: Homework Help daily throughout the school year, provision of qualified reading tutors two days a week specific to reading/ELA, and BGCL academic enrichment programs rotational 5 days per week throughout the school year, 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 qualified reading tutors two 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, BGCL academic enrichment programs Power Hour and/or Project Learn rotational five days per week throughout the school year, and individualized tutoring as funding allows and requested by school officials.

The alternate delivery model plan for Goal #1 includes providing program activities virtually using Zoom as the preferred method of delivery for the same time frames as in-person activities. Parents/guardians give 21st CCLC participants written permission to utilize Zoom as an alternate program delivery method when necessary. Cybersecurity and student privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth personally identifiable information. Sharing youth's personal information such as email addresses, social media addresses, and mobile numbers will also be prohibited. 21st CCLC program staff will also disable participant recording, participant-to-participant private chat, and participant screen sharing. At the end of each session, program staff will save the chat log.

1. STRATEGIES – Tutorial Services will be provided to students in reading/ELA and math. Materials presented to students will be based on individual needs reflective of their school day benchmark assessments and GMAS scores in reading/ELA and math. Additionally, tutorials will be aligned with the school-based curriculum maps and day schoolteacher reports. Methods - GSE – ELAGSEK-5.RI, RL, RF, W, SL, L and MGSEK-5.MD, NBT, OA (Reading/ELA/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 – Qualified teachers will direct tutorial services with the assistance of paraprofessionals and/or junior- or senior-level college education majors who will provide academic assistance. Materials including applications such as Zorn, Prodigy, Freckle will be utilized. Frequency – At least two days a week; with 4 hours split evenly between reading/ELA and math. 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/ELA/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. 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/ELA, 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 My.Future, and DIY STEM 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 or 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 behavioral performances through the following measurable objectives (b); 1) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior by the end of the academic year as measured by day teacher observation, survey and quarterly reports, after school staff observation, survey and monthly reports, and behavioral reports; 2) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation by the end of the school term as measured by day teacher observation, survey and quarterly reports, after school staff observation, survey and monthly reports, and attendance records.

Activities and timeframes (c) for the first objective include BGCL Academic Enrichment programs like Smart Girls and Passport to Manhood are performed in a rotation five days per week during the summer, and Character Education five days per week during the school year.

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

The alternate delivery model plan for Goal #2 includes providing virtual activities using Zoom as the preferred method of delivery for the same time frames as in-person activities. Parents/guardians give 21st CCLC participants written permission to utilize Zoom as an alternate program delivery method when necessary. Cybersecurity and student privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth personally identifiable information. Sharing youth's personal information such as email addresses, social media addresses, and mobile numbers will also be prohibited. 21st CCLC program staff will also disable participant recording, participant-to-participant private chat, and participant screen sharing. At the end of each session, program staff will save the chat log.

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 & wellbeing 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 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, 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 at least 20 minutes when program is operating. Service Learning (Citizenship) will be ongoing throughout the academic year. 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). 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 ongoing basis. 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 one or more family literacy/education activities by the end of the school year as measured by instruction/class Sign-In sheets, Parent satisfaction surveys, test results, and observations; 2) 50% of the parents / guardians will demonstrate increased involvement and communication with their child's teacher and/or school staff by the end of the school year as measured by sign-in sheets for school events, attendance to parent-teacher conferences, membership in parent-teacher groups (PTO, advisory council, etc.), and/or surveys (teacher/parent).

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, and parent/family events at the end of each eight week session.

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.

Family Literacy: Community resource seminars will be available during evening club hours. Family literacy programs will meet one or two times per week depending on the activity. Additionally, financial planning and nutrition curricula 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.

The alternate delivery model plan for Goal #3 includes providing virtual activities using Zoom as the preferred method of delivery for the same timeframes as in-person activities. Parents/guardians give 21st CCLC participants written permission to utilize Zoom as an alternate program delivery method when necessary. Cybersecurity and student privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth personally identifiable information. Sharing youth's personal information such as email addresses, social media addresses, and mobile numbers will also be prohibited. 21st CCLC program staff will also disable participant recording, participant-to-participant private chat, and participant screen sharing. At the end of each session, program staff will save the chat log.

1. STRATEGIES – English and Spanish Curriculum will be utilized for parents interested in strengthening their language skills. Methods – Evidence-based curriculum will be utilized.

Resources - Qualified 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 – Qualified 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 – Qualified teachers employed by BGCL will provide academic services.

5. STRATEGIES - Parenting training will be offered to parents. Methods – Evidence-based curriculum will be utilized. Resources – Counselors, Community Based Orgs., and or social workers will be utilized in this role.

Family Involvement – Results have shown that parents are willing to participate in programs in the evening hours. Evidence-based language curriculum 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 - 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.

2. Strategies – Service Learning, according to the Georgia State DOE, 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: Tadmore Success Academy

**Goals, Objectives, Tools, Activities and Timeframe Table**

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Success Academy students will improve their academic performance.	1.1) 60% of regularly participating students (attending the program 30 days or more) will improve their reading/ELA performance by the end of the academic year.	1.1) Universal screeners, Fountas and Pinnell Benchmark Assessment System (BAS) and the Developmental Reading Assessment (DRA)	1.1.1) Homework help 1.1.2) Provide qualified reading/ELA tutors 1.1.3) BGCL Academic enrichment programs	1.1.1) Daily throughout the school year 1.1.2) Two days a week specific to reading/ELA 1.1.3) Rotational five days per week
	1.2) 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics performance by the end of the academic year.	1.2) Universal screeners, Individual Knowledge Assessment of Number (IKAN) and Math Fluency 1.3) Day teacher observations, surveys, and	1.2.1) Homework Help 1.2.2) Provide qualified math tutors 1.2.3) BGCL Academic enrichment programs Power Hour	1.2.1) Daily throughout the school year 1.2.2) Two days a week specific to math

	<p>1.3) 60% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in homework completion by the end of the academic year.</p>	<p>quarterly reports. After school staff observations, surveys, and monthly reports. Student self-reports and documented completions.</p>	<p>and/or Project Learn</p> <p>1.2.4) Individualized math tutoring</p> <p>1.3.1) Homework help</p> <p>1.3.2) Individualized tutoring</p> <p>1.3.3) BGCL Academic Enrichment programs Power Hour and/or Project Learn</p> <p>1.3.4)</p>	<p>1.2.3) Rotational five days per week throughout the school year</p> <p>1.2.4) As funding allows and requested by school officials</p> <p>1.3.1) Daily throughout the school year</p> <p>1.3.2) As funding allows and requested by school officials</p> <p>1.3.3) Rotational five days per week</p> <p>1.3.4)</p>
<p>2) Success Academy students will improve classroom behavioral performance.</p>	<p>2.1) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in behavior by the end of the academic year.</p> <p>2.2) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation by the end of the academic year.</p>	<p>2.1) Day teacher observation, survey and quarterly reports, after school staff observation, survey and monthly reports, and behavioral reports</p> <p>2.2) Day teacher observation, survey and quarterly reports, after school staff observation, survey and monthly reports, and attendance records</p>	<p>2.1.1) BGCL Academic Enrichment programs, Smart Girls, Passport to Manhood</p> <p>2.1.2) Character education</p> <p>2.1.3)</p> <p>2.2.1) Homework help</p> <p>2.2.2) Provide qualified tutors</p>	<p>2.1.1) Rotational five days per week during the summer</p> <p>2.1.2) Five days per week during the school year</p> <p>2.1.3)</p> <p>2.2.1) Daily throughout the school year</p> <p>2.2.2) Two days per week</p>
<p>3) Success Academy parents/guardians will participate in literacy improvement services and increase involvement/participation in students' educational process.</p>	<p>3.1) 50% of the parents/guardians will participate in one or more family literacy/education activities by the end of the academic year</p> <p>3.2) 50% of the parents/guardians will demonstrate increased involvement and communication with their child's</p>	<p>3.1) Instruction/class Sign-In sheets, Parent satisfaction surveys, test results, and observations</p> <p>3.2) sign-in sheets for school events, attendance to parent-teacher conferences, membership in parent-teacher</p>	<p>3.1.1) Workshops based on topics i.e. Financial Planning, ESL, etc.</p> <p>3.1.2) Parent/family events</p> <p>3.2.1) Parent workshops based on topic i.e. parenting, homework</p>	<p>3.1.1) At least two classes per month</p> <p>3.1.2) Once every eight weeks</p> <p>3.2.1) Two classes per month</p> <p>3.2.2) Once every eight weeks</p>

	teacher and/or school staff by the end of the academic year	groups (PTO, advisory council, etc.), and/or surveys (teacher/parent)	assistance, etc 3.2.2) Parent/family events
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To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the **BACK** button on the blue menu bar.

The alternate delivery model plan for Goal #1 includes providing program activities virtually using Zoom as the preferred method of delivery for the same timeframes as in-person activities. Parents/guardians give 21st CCLC participants written permission to utilize Zoom as an alternate program delivery method when necessary. Cybersecurity and student privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth personally identifiable information. Sharing youth’s personal information such as email addresses, social media addresses, and mobile numbers will also be prohibited. 21st CCLC program staff will also disable participant recording, participant-to-participant private chat, and participant screen sharing. At the end of each session, program staff will save the chat log.

The alternate delivery model plan for Goal #2 includes providing program activities virtually using Zoom as the preferred method of delivery for the same timeframes as in-person activities. Parents/guardians give 21st CCLC participants written permission to utilize Zoom as an alternate program delivery method when necessary. Cybersecurity and student privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth personally identifiable information. Sharing youth’s personal information such as email addresses, social media addresses, and mobile numbers will also be prohibited. 21st CCLC program staff will also disable participant recording, participant-to-participant private chat, and participant screen sharing. At the end of each session, program staff will save the chat log.

The alternate delivery model plan for Goal #3 includes providing activities virtually using Zoom as the preferred method of delivery for the same timeframes as in-person activities. Parents/guardians give 21st CCLC participants written permission to utilize Zoom as an alternate program delivery method when necessary. Cybersecurity and student privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth personally identifiable information. Sharing youth’s personal information such as email addresses, social media addresses, and mobile numbers will also be prohibited. 21st CCLC program staff will also disable participant recording, participant-to-participant private chat, and participant screen sharing. At the end of each session, program staff will save the chat log.

**Alternative Delivery Method:** Describe how the program will continue to meet the needs of the students and community if program implementation cannot be delivered as planned. We know that in person instruction is best practice however, circumstances out of our control may require a quick move to temporary instruction. Your plan needs to include how the program will offer virtual/digital learning in the event of school closures and the preferred method of delivery (i.e., Zoom, Teams, Google Classroom, etc.) The plan must also include how you will ensure cybersecurity and student privacy.

- 1) Success Academy students will improve their academic performance.**
- 2) Success Academy students will improve classroom behavioral performance.**
- 3) Success Academy parents/guardians will participate in literacy improvement services and increase involvement/participation in students' educational process.**

SAVE

Program Name: Tadmore 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 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 activities will be offered for (75) K-5th grade students during the school year 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 program will target (75) 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). 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 be provided as scheduling allows on an ongoing basis during the school year. Additionally, the summer program will serve (75) K-5th students, including (5) with special needs and operate for an average of 35 hours per week for 4 weeks during summer (8:30am-3:30pm).

A tentative weekly schedule of activities and programs will include a variety of educational, recreational, and support services. Reading/ELA and math will be the focal point for all programs provided. Instructors and qualified 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 evening club hours with 2 events/activities offered per month. Activities include parenting classes, financial management, literacy classes, and school success support activities.

*(Word count is 374)*

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

Tadmire Elementary School

After School Program: [Tadmire Elementary School as program 156 44.pdf](#)

Summer Program: [Tadmire Elementary School\\_sb\\_program 156 44.pdf](#)

21st CCLC SITE PROFILE FORM (2022-2023)			
21st CCLC Site Name	Tadmire Elementary School	County	Hall
Physical Address	3278 Gillsville Hwy		
City	Gainesville	Zip Code	30507
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program PER DAY		
Before School		Before School	
After School	K-5	After School	75
Weekends/Holidays		Weekends/Holidays	
Summer	K-5	Summer	75
Enrichment Student to Staff Ratio		Academic Student to Staff Ratio	
15:01		10:01	
SITE CONTACT INFORMATION			

Site Contact Name	Lori Dague	Phone	470-577-6983	Email	ldague@bgclanier.org	
Regular School Year Program for Students						
AFTER SCHOOL PROGRAM Site Schedule						
After School Program Start Date	05-Aug-22					
After School Program End Date	24-May-23					
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 15.00 of 15.00 hours
Service End Time (e.g., 6:00 PM)	5:30 PM	5:30 PM	5:30 PM	5:30 PM	5:30 PM	
Summer Programs for Students						
Summer Site Schedule for Typical Week						
Summer Program Start Date	05-Jun-23					
Summer Program End Date	30-Jun-23					
Total # Days Summer Program	20					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	Total Summer Hours per Week 35.00 of 35.00 hours
Service End Time (e.g., 4:00 PM)	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30 PM	
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						
Adult Education Site Program Schedule						
Dates Site Open (Adults)						
Dates Site Closed (Adults)						
Total # Days	0					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)						Total Adult Hours per Week 0.00
Service End Time (e.g., 8:00 PM)						

Program Name: Tadmore 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 or 90 hours) 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 total number of targeted students (public and private) that will be served by the proposed 21st CCLC program.

Boys & Girls Clubs of Lanier and TES have a detailed process for recruiting students and families. This plan will be reviewed at the 21st CCLC Advisory 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 in grades 3rd - 5th, 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 Club staff and checked for completion. The Lead Teacher will collect and collate student baseline data for assignment to tutorial groups. BGCL will contact TES 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. Seventy-five (75) high-risk, low-income, and special needs students will be served by SUCCESS ACADEMY during the school year while (75) of the same target population will be served by the SA 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 integrated programs, arts, drama, and performance programs, sports and physical activities, research indicates that students will want to attend regularly and participate.

The 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 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.

*(Word count is 446)*

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Program Name: Tadmore 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 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 (29) 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 100 years of experience in youth programming and executive functions. CEO Steven Mickens has over 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 more than 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 35 years of nonprofit management experience, strategic planning, financial and budget development, and cost savings strategies. BGCL's 21st Century Community Learning Centers Program Director, She'Teriha Lewis Hartley, contributes to the Senior Leadership Team with 9+ years of experience spanning various disciplines including facilities and program management, finance and accounting, and quality program development and evaluation. Human Resources Manager Tonia Snow has over 20 years of responsible and progressive experience in human resources, her professional experiences include executive level management, training/employee development, organizational development, and employee relations. Expanded Learning Director, Dr. Shemika Hubbard, is responsible for compliance as well as the professional development of educators hired as tutors and program directors. She works collaboratively with program directors, coordinators, and educators to ensure the academic success for all members during tutorial. She is also the organization's lead with regards to the effective implementation of Social Emotional Learning, restorative supports, and multi-layered systems of support for youth, staff, and families. The aforementioned staff will provide services as in-kind contribution toward the success of the program.

The Senior Leadership team is essential for success of this project. 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.

QUALIFIED TEACHERS/TUTORS will 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 Human Resources Manager, Unit Director/Site Coordinator and Program Director; at least two positive reference checks are received; applicant submits to a drug screening; national and state criminal background checks are conducted and then cleared by the Human Resources Manager; 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 remain in compliance with the Family Educational Rights and Privacy Act (FERPA); 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, BGCA's Spillett University, 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 for all positions will be performed annually and be approved by the Human Resources Manager 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 TES 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 qualified teachers, school paraprofessional or junior- and senior-level university students who will serve under the direction of a qualified teacher and 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. Resources and service organizations such as Legacy Link will be highly involved in recruitment, placement, and promotion strategies for senior citizens. Legacy Link, which specializes in placing seniors, will have opportunities to participate in a number of roles, which include policy decisions, training, activities, direct instruction, committees, and fundraising. 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 21st CCLC Advisory Council. Volunteer hours will also be sought from the local colleges. 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 2296)*

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\\_156\\_362744.pdf](#)

Partners Table

Program Name: Tadmore Success Academy

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Hall County School District	SD	In-Kind	\$52,000.00	Goal 1,2,3 - Provide transportation beyond budgeted amount, provide afterschool snack, access to student data
Legacy Link	CBO	Paid Staffing	\$20,000.00	Goal 1,2,3 - Provide program administration assistance
Tadmore Elementary School	SD	In-Kind	\$10,500.00	Goal 1,2,3 - Provide data for and assist with the ongoing student assessment for academic and enrichment programs, assist with recruitment and retention, coordinate transportation

Program Name: Tadmore 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 Advisory 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 council 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 composed of approximately 10-15 people 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, (2) parents, and (2) students.

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 hard copies stored in a binder. Input into the development of the monthly agenda will come from the 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. BGCL will provide snack and coordinate snack preparation and distribution. Tadmore Elementary School will supply breakfast and lunch during the summer. BGCL also works with the Georgia Mountain Food Bank to supplement snacks with healthy fruits and produce, food distribution for families, and information on healthy nutrition. BGCL has held various agency meetings where the 21st CCLC program was discussed. BGCL has developed partnerships and memorandums of agreements with the various community resource agencies responsible for some key functions of the program, which include senior citizen placement, career development, snacks, and referrals. These operating partnerships include the Gainesville City School System, Hall County Schools, Legacy Link, Hall County Juvenile Court, Georgia Mountain Food Bank, and University of North Georgia. Partners will be invited to serve on the 21st CCLC Advisory Council.

*(Word count is 426)*

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

MOA:

Hall County School District

MOA: [Hall County School District\\_moa\\_156\\_129.pdf](#)

Legacy Link

MOA: [Legacy Link\\_moa\\_156\\_140.pdf](#)

Tadmore Elementary School

MOA: [Tadmore Elementary School\\_moa\\_156\\_130.pdf](#)

Hall County Public Schools

MOA: [Hall County Public Schools\\_moa\\_156\\_81.pdf](#)

Tadmore Elementary School

MOA: [Tadmore Elementary School moa 156 90.pdf](#)

Program Name: Tadmore 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:** 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, 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 2022 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 Application 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 Council 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/Site Coordinator collects all essential information. The Unit Director/Site Coordinator 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 Council 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, TES, and the Advisory Council 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 TES for use in the 21st CCLC program in accordance with the Family Educational Rights and Privacy Act (FERPA). School Administrators and the TES 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, attendance records, and 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. This information will be provided for fall and spring assessment, throughout the school year, and the external evaluator and will have access to all data sources for reporting and dissemination of data. 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 BGCA 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 advisory council meetings.

*(Word count is 756)*

Program Name: Tadmore 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 Tadmore Elementary School. When dismissed from the school day, school personnel ensures that a school resource staff is present to see students safely to the 21st CCLC program area within the school. When students arrive at the 21st CCLC program area, BGCL staff meets and directs students safely to their activities. "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 Tadmore Elementary School site also keeps all entries locked

at all times, requiring staff from inside the facility to grant access to anyone entering the building, providing another aspect of safety for the Success Academy program.

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: SA students are identified as bus –riders or car-riders during the registration process. All are 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 are assigned during program field trips, when needed. Hall County School System provides liability insurance when children are being transported home. All drivers undergo criminal background checks.

If a parent/guardian is not home at the time of drop-off the child will be returned the club and the parents contacted by the Unit Director/Site Coordinator. The HCS transportation will also be called and alerted to the concern.

Transportation is provided to and from Tadmore Elementary School during the summer by HCS busses following the same guidelines and certifications as bus drivers during the summer. Parents also have the option to transport their children to and from the program as they do during the school year.

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 and summer program to home. Reasonable travel time is determined by the age of the students being transported as well as proximity of the surrounding residential area served by the Tadmore Elementary Success Academy program. 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: The SUCCESS ACADEMY program will be held at Tadmore Elementary School, which meets an ADA compliance plan 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 Tadmore Elementary, which has adequate spacing, the maximum number of students complies with all safety, fire code regulations and 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 TES occupancy capacity is 750, with a square footage of 48,000 sq. ft. Additionally, the staff to student ratio will be 1:15. The Tadmore Elementary School site provides adequate space for SA programming.

*(Word count is 672)*

Program Name: Tadmore 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-2023 five-year grant award allows BGCL, TES, 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 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 advisory council meetings. TES 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 during the school year will be provided through a continued partnership with the school lunch program of Tadmore Elementary School, breakfast and lunch during the summer will be provided by Tadmore Elementary School, and Georgia Mountain Food Bank will provide food distribution to families and educational resources as needed. 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 Advisory Council 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 Advisory Council 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 4-person Development and Communications Department led by Chief Development Officer, Joyce Wilson, with a Director of Development and Communications, a Grants and Development Administrator, and a Marketing and Communications Director which will support sustainability efforts through grant writing, program impact promotion, and fundraising. Mrs. Wilson has 36 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: TES 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 Advisory Council. 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 771)*

Program Name: Tadmore Success Academy

#### IV. Evaluation (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For this RFP, 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 (S A) 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 2023 Nita M. Lowey 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 2023 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 ensure 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 regularly participating students (attending the program 30 days or more) will improve their reading/ELA performance by the end of the academic year; 2) 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics grades by the end of the academic year; and 3) 60% of regularly participating students (attending the program 30 days or more) will improve homework completion by the end of the academic year. The Data Sources that will be used to assess progress will be benchmark assessments, reports, and appropriate universal screeners such as the Developmental Reading Assessment (DRA), Knowledge Assessment of Number (IKAN) and Math Fluency. Benchmark assessments will be collected at the end of each nine-week grading period. 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, and universal screeners.

**Goal # 2:** Success Academy students will improve classroom behavioral performance. This will be quantified using two objectives: 1) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in classroom behavior by the end of the academic year; and 2) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation by the end of the academic year. 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 demonstrate increased involvement and communication with their child's teacher and/or school staff by the end of the school year as measured by sign-in sheets for school events, attendance to parent-teacher conferences, membership in parent-teacher groups (PTO, advisory council, etc.), and/or surveys (teacher/parent). 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 attainment, 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 Council 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 the Fountas and Pinnell Benchmark Assessment System (BAS), Developmental Reading Assessment (DRA), Knowledge Assessment of Number (IKAN) and Math Fluency, Student, Parent, and Partner Feedback Forms, and other records related to program goals and objectives as appropriate; 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 Advisory Council 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 Advisory Council 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 Advisory Council 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 TES, 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, TES 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, TES 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 Developmental Reading Assessment (DRA), Knowledge Assessment of Number (IKAN) and Math Fluency, 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 are as follows:

1. Goal # 1: Success Academy students will improve academic performance. This will be quantified using three objectives: 1) 60% of regularly participating students (attending the program 30 days or more) will improve their reading/ELA performance by the end of the academic year; 2) 60% of regularly participating students (attending the program 30 days or more) will improve their mathematics grades by the end of the academic year; and 3) 60% of regularly participating students (attending the program 30 days or more) will improve homework completion by the end of the academic year. BENCHMARKS will include Day Teacher's Reports, Afterschool Teacher Reports, Benchmark Assessments, and universal screeners.

2. Goal # 2: Success Academy students will improve classroom behavioral performance. This will be quantified using two objectives: 1) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in classroom behavior by the end of the academic year; and 2) 65% of regularly participating students (attending the program 30 days or more) will demonstrate improvement in class attendance and participation by the end of the academic year. 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 once each school year and 2) 50% of parents/guardians will demonstrate increased involvement and communication with their child's teacher and/or school staff by the end of the school year. 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?

BENCHMARKS 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, TES, 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, TES, 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 qualified 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/ELA 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, TES, school personnel, the Advisory Council, 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 TES 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 Council 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 TES staff, the Advisory Council, 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 5106)*

EACH applicant MUST complete the Competitive Priority Worksheet FY23, 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

[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 was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY23 RFP for more information regarding this 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) or Targeted Support and Improvement (TSI). (Maximum 10 points). Please refer to the links to find [CSI](#) or [TSI](#) identified schools.

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 FY22. Please see Supplemental Form C 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)

21st Century Community Learning Centers ("CCLC")  
Specific Program Assurances for Subgrantees

\*\* 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.

**Official Entity Name for Fiscal Agent/Subgrant Award Recipient:** Boys & Girls Clubs of Lanier

**Program Name:** Tadmore Success Academy  
**Funding Amount:** \$261,800.00

Number	Initial Each Box Below	Assurances
1	<input type="checkbox"/>	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="checkbox"/>	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="checkbox"/>	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	<input type="checkbox"/>	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	<input type="checkbox"/>	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.

6	<input type="checkbox"/>	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	<input type="checkbox"/>	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
9	<input type="checkbox"/>	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	<input type="checkbox"/>	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="checkbox"/>	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
12	<input type="checkbox"/>	<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> <li>• Attendance at orientation, training, and other required meetings</li> <li>• Proposed weekly number of hours of operations (minimum of 12 hours/week)</li> <li>• Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence</li> <li>• Sound fiscal management including following reimbursement process requirements of the grant</li> </ul>
13	<input type="checkbox"/>	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
14	<input type="checkbox"/>	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
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 <b>30 days</b> 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 (CBOs/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 for the program Tadmore 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 of Schools  
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 of Schools  
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

Data Universal Numbering System (DUNS) Number:

Federal Employment Identification (FEI) Number:

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

Address (Number and Street/ PO Box):

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

Phone#: 770-532-8102 Ext: 303

Name of Officers	Title	Phone	Email Address
Steven Mickens	Chief Executive Officer		smickens@bgclanier.org
SheTeriha Lewis-Hartley	Director of Program Development		slewis@bgclanier.org

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.

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

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 Ending Date:

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

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.

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.

Please upload your organization most recent audit completed.

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.

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