Georgia Department of Education
21st Century Community
Learning Centers

Application Cover Sheet

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

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

Name of fiscal agent applying for the grant: Boys & Girls Club of Lanier

Has this fiscal agent received 21st CCLC grant funds before? Yes ◉ No ○
If yes, please provide the year of initial funding: FY11

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

○ **Local Educational Agency**	◉ **Non- Local Educational Agency**	○ **Institution of Higher Education**

Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 90

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:

2024-2025: $345,563.00 **2025-2026 $345,563.00** **2026-2027: $345,563.00**
2027-2028: $311,006.00 **2028-2029: $276,450.00**

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: Jacqueline Gonzalez
Position/Title of Fiscal Agent's Contact Person: Program Director
Address: PO Box 691
City: Gainesville Zip: 30503
Telephone: 770-532-8102 Fax:770-532-7094
E-mail: jgonzalez@bglanier.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)

01/22/2024 at 11:25:46
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: William Schofield
Position Title of Co-Applicant Contact Person: Superintendent
Telephone: 770-534-1080 Fax:770-535-7404
E-mail: will.schofield@hallco.org

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

William Schofield

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

01/22/2024 at 14:23:00 Date (if applicable)

Program Name: Tadmore Success Academy

Program Abstract

Joint Application Intent: Boys and Girls Clubs of Lanier (BGCL), the lead agency, and Hall County Public Schools (the District) in a collaborative partnership agreement jointly submit our FY25 proposal. Our Tadmore Elementary Club Success Academy (TECSA) will serve (90) K-5th grade students in our after-school and summer programming.

Community Notice/Platforms Used: The platforms used for community notices included a press release to the Gainesville Times on 10/28/2023-11/1/2023, on our BGCL Facebook page on 10/29/2023, and on our BGCL website on 10/30/2023. Notices were sent via revised student, parent, and teacher needs assessment surveys online on 10/18/2023 and 11/10/2023 in English and Spanish. Notices were distributed to the schools, teachers, parents, community stakeholders, private schools, children and family services, and other community providers via emails from the Program Director. The GaDOE Equitable Services for Private Schools (ES4PS) invitation was entered into the system by the Program Director on 11/7/2023.

Grant Availability Process Used: BGCL will ensure that all Memorandum of Agreement (MOA) partners, advisory committee, and community members receive a copy of the completed application, and we will post instructions for the public on our website and social media sites by 2/6/2024 with instructions on the process of setting up to review the completed application.

Reason Need Exists: All schools are Title I and meet eligibility requirements for the free/reduced lunch program. The students are recognized as low-income/high-poverty, majority-minority, with high absenteeism, family migratory patterns, and shelter insecurities. They are known to be at risk for below/poor academic performance, have high truancy patterns, disciplinary incidents, have special needs, ESL, and struggle across the board academically in reading, math, social studies, language arts, and science as indicated by their classroom performance and Georgia Milestones Assessment System (GMAS) scores.

Program Overview/Design/Operation to Meet the Need: BGCL provides high-quality, challenging, academic, and personal enrichment opportunities to all students attending our Success Academy with priority given to the highest at-risk K-5th grade students. Programming will include (180) days at (3) hours M-F after-school and (28) days at (7) hours a day in summer school. The program will operate from 8/02/2024 to 7/03/2025 and will include 1) homework help and tutoring; 2) project-based learning focused on STEM and other academic disciplines, academic enrichment, character, leadership, social, emotional, and behavioral skillset development; 3) healthy and active lifestyle including nutritional education and regular, structured physical activity programs; 4) cultural programs that integrate fine and performing arts; 5) parenting skills programs that promote parental involvement and family literacy; and, 6) focused staff and volunteer Social and Emotional Development (SED) and Social and Emotional Behavior (SEB) training.

Intended Outcomes: Using the Boys and Girls Clubs of America's (BGCA) nationally tested, researched, and evidence-based programs and partnering with a team of Ph.D. professionals who developed "The Behavioral, Emotional, Social Skills Inventory" (BESSI) students will improve their academic performance, maintain, or improve their social, emotional, and behavioral skills, and enhance their college/career readiness. The program design will help our staff and volunteers understand and incorporate the BESSI (5) core and (32) subset social, emotional, development, and behavioral (SED/SEB) skills and it will encourage and increase students' parent involvement.
(Word count is 509)

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.

To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services proposed through the RFP. To ensure the most effective use of public resources, the applicant must demonstrate how the proposed program will coordinate federal, state, and local programs. The applicant states how the applicant will coordinate federal, state, and local programs and make the most effective use of funds. However, 21st CCLC funds must be used only to supplement federal, state, local and other non-federal resources and not to replace those that would have been available in the absence of 21st CCLC funds.

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.

The Collaborative Process: The Boys & Girls Clubs of Lanier (BGCL) understands the importance

of engaging and collaborating with stakeholders during the program development process. Our programs are designed with the community's needs in mind, and we are dedicated to involving the community in every step of program development. This process goes beyond mere consultation; it implies a participatory and inclusive process where community members and partner organizations have a voice in shaping the programs that directly impact them. The successful development of the Tadmore Elementary Club Success Academy (TECSA) was made possible by the long-term constructive collaborations we have established, cultivated, and maintained with the District and Tadmore Elementary School (TES) as well as additional partner agencies and the parents of Club members.

As the lead applicant, the BGCL leadership team, consisting of Chief Executive Officer Steven Mickens, and Chief Operations Officer Dr. Anastasia Legakes, former Program Director She'Teriha Lewis-Hartley, and Grants Coordinator Rachael Burns, actively participated in the initial planning stages. Their initial strategy aimed to unite stakeholders and kickstart the planning process for the program. The initial strategy sessions began in September 2023 before the 21st Century Community Learning Centers (21st CCLC) RFP was released, in anticipation of the RFP release. Meetings continued weekly until the proposal was submitted. Latter meetings included additional key personnel, including Curriculum and Community Partnerships Coordinator Jonathan Henson, and Area Managers Gabriel Copeland and Amanda Irwin. The position of Director of Program Administration was filled on 1/8/2024 by Jacqueline Gonzales, who actively participated in the program planning process from that point through submission.

Process Involved Parties: To initiate the program development process, Chief Executive Officer Steven Mickens initially contacted the District Superintendent, Dr. William Schofield, in early autumn. Their discussion centered on BGCL's ongoing partnership with the district, the potential extension of the collaboration, and the specifics of the TECSA program. Mr. Mickens and Dr. Williams delved into the continued need for TECSA, the program's impact on students and their families, obstacles encountered by students and their families, and identified service gaps. Dr. Williams reaffirmed his endorsement of the partnership between BGCL and the District and the TECSA program, indicating that the TECSA goals aligned with the district's needs. The decision was made to maintain the focus of TECSA on Tadmore Elementary School. The meeting's outcome was the endorsement and joint agreement on the Memorandum of Agreement.

The next steps in the development process involved reaching out to collaborate with the school Principal Dr. Tracy Brack and Assistant Principal Judith Mancuso. Conversations and meetings with the principal commenced in early autumn and continued throughout the program development stages, concluding with the endorsement and joint agreement on the MOAs. Discussions with the principals involved BGCL's Chief Operations Officer, Program Director, Unit Director, and Area Managers. Discussions revolved around BGCL's ongoing partnership with the schools, the potential extension of the collaboration, key aspects of the existing TECSA program, opportunities for improvement, potential areas for program growth, and communication and collaboration processes. Conversations also delved into the continued need for TECSA, the program's impacts on students and their families, obstacles encountered by students and their families, and identified service gaps. Each principal reaffirmed his or her support for the continuation of the partnership and the TECSA program, indicating that the TECSA goals were in alignment with the schools' needs.

In an effort to provide eligible private school students and their families with equitable services and conduct timely and meaningful consultation, notifications were sent to private schools located within the attendance area served by the grant through the ES4PS portal on 11/7/2023. Invitations were sent to Academy of Innovation, Chattahoochee Christian School, Eagle Ranch School, Elachee Nature Academy, Lakeview Academy, Lanier Christian Academy, Marantha Christian Academy, Phoenix Academy, and Riverside Military Academy. The notifications invited private schools to participate in a consultation meeting regarding the 21st CCLC grant. Out of the (7) schools invited, one school, Lanier Christian Academy, accepted. A meeting had been arranged for 11/21/2023; however, Michele Uhrinek, the representative from Lanier Christian Academy, did not attend. Additionally, a meeting was scheduled on 11/28/2023 for all the private schools, especially the (3) schools that had neither accepted nor denied the invitation. However, no private school officials attended the meeting.

To ensure broad-based community, school, and student involvement and support, a 21st Century Community Learning Center Advisory Committee meeting was held on 11/30/2023. Members in attendance included school principals, tutors, BGCL Unit Directors, Site Coordinators, Program Director, Chief Operations Officer, Grants Coordinator, the external evaluator, parents, and contracted enrichment providers. Conversations revolved around key aspects of the existing program, program operations, potential areas for program expansion, opportunities for improvement, program recommendations, the observed needs of students, resource assessments, collaboration opportunities, sustainability, and the identification of challenges and concerns. A PowerPoint slide deck from the meeting has been uploaded.

Coordinating Federal, State, and Local Programs: To enhance efficiency and make the most of resources, this thorough program planning process not only pinpointed needs but also ensured that new programs would coordinate seamlessly with existing ones, ensuring a smooth and efficient collaboration among all elements. Through transparent financial reporting, we meticulously outline how funds are allocated to specific programs, leveraging federal support to complement state and local contributions. Our detailed budget breakdowns showcase the synergy between different funding streams, with each source playing a distinct role in advancing our mission. By fostering partnerships with state and local agencies, we maximize the reach and efficiency of our initiatives. Our commitment to diverse funding sources, including private donors and community support, strengthens our financial resilience and underscores our dedication to holistic community development. Through clear communication and strategic planning, we strive to create a harmonious funding landscape that optimizes the impact of our programs at the federal, state, and local levels.

Data Analysis: After the district's support was finalized, the Program Director reached out to the District officials to request district-wide data, school-specific data, and school improvement plans. All requested data was received. To acquire additional data, the Grants Coordinator conducted comprehensive internet research using state-run and reliable databases. Moreover, school principals agreed to circulate surveys among all teachers, aiding BGCL in collecting additional data necessary for the refinement and improvement of TECSA. Beginning on 11/10/2023, all Tadmore Elementary School teachers were given comprehensive data needs assessment surveys to complete. They were provided with a 10-day window to submit their responses. The assessment questions were designed to pinpoint gaps in support services and to identify needs. All requested data was received and

reviewed. To collect additional data on needs and engage students and parents in the process of developing the program, TECSA staff distributed surveys to all TECSA students and parents/caregivers. Beginning on October 18, 2023, all TECSA students and parents/caregivers were given comprehensive needs assessment surveys to complete. They were provided with a one-week window to submit their responses. The assessment questions were designed to pinpoint gaps in support services and to identify needs. All completed survey data was received by the Program Director and the Grants Coordinator.

The Grants Coordinator, Program Director, and Chief Operations Officer conducted the data analysis by identifying key themes and trends, exploring subgroup analyses, and exploring connections between different datasets. The findings were shared with all relevant stakeholders. Additionally, stakeholders provided their feedback and observations on the data analysis. Through the collaborations mentioned earlier and upon communicating the data analysis, joint decisions were reached by BGCL and the stakeholders to ascertain the needs of TECSA students and parents. The data analysis unveiled three core themes that serve as the foundation for the 21st CCLC proposal: a requirement for academic assistance, particularly in the areas of homework assistance, tutoring, reading enrichments, writing enrichments, and math and science enrichments; a need for Social and Emotional Development (SED) and Social and Emotional Behavior (SEB) skills; and a need to help parents overcome obstacles preventing them from attending family engagement activities.

Based on the needs assessment and data analysis, a need for greater SED/SEB support was identified. The need for intervention was identified through data gathered from student, teacher, and parent surveys, revealing instances of students experiencing bullying and frequently exhibiting disruptive behavior in class. The inclusion of SED/SEB skills is a new component of the TECSA program. Through BGCL's continuous process of researching students' assets and skills development and measurement tools, we discovered a team of SED/SEB researchers through their publication of "The Behavioral, Emotional, and Social Skills Inventory" (BESSI). They have become known to us now as the BESSI Research Group. Through their published reports, we discovered this group was in the process of researching, defining, and addressing the critical gaps and needs of children and youth in the social, emotional, and behavioral realms. In their reports, the BESSI Research Group argued that SED/SEB skills are best conceptualized as what a person can do when the situation calls for it, and not traits, what a person tends to do across situations. They also presented a comprehensive and evidence-based taxonomy of SED/SEB skills—the Behavioral, Emotional, and Social Skills Inventory (BESSI)— which organizes 32 SED/SEB skills within a five-domain framework. To measure the 32 SED/SEB skills within the BESSI framework, they advanced self- and observer-reported skills inventories as optimal for capturing maximum levels of skill utilization. Finally, they argued that future SED/SEB skill research should explore focus on young students and into adolescence, a developmental period characterized by biological, cognitive, and social transitions that make the development of SED/SEB skills possible and make the utilization of these SED/SEB skills critical. This is a unique opportunity to greatly enhance the lives of targeted students that will be added to the existing TECSA model. This new program component will help students achieve key outcomes for their social, emotional, and behavioral well-being.

Cited in their most recent article, Soto et al. state that "despite growing interest in SEB/SED skills from researchers, policymakers, and practitioners, the assessment of SEB/SED skills has long lagged behind that of intelligence". Absent a standard model of the structure and content of SEB/SED skills, the field continues to be plagued by a proliferation of measures of varied scope and quality. Toward an improved assessment of SEB skills, Soto et al. (2022) recently introduced an integrative SEB/SED skill framework and an attendant inventory: the Behavioral, Emotional, and Social Skills Inventory (BESSI). Synthesizing previous conceptualizations, BESSI offers what is arguably the most comprehensive and fine-grained framework for assessing SEB/SED skills to date. Across multiple samples, BESSI showed promising psychometric properties in terms of reliability, factorial (structural) validity, as well as its nomological network and criterion validity.

The integrative assessment framework of BESSI holds promise to become a guidepost that helps advance research on SEB/SED skills. They expanded evidence on BESSI more broadly in three ways: (1) By assessing the fit of the 32 individual skill facets that are the building blocks of BESSI, (2) providing first insights into the temporal stabilities of the 32 facets over 1.5 to 8 months, and (3) investigating these facets' associations with intelligence (in addition to personality traits). The original study by Soto et al. (2022) focused on the fit of the full model comprising all skills and did not yet investigate the fit of individual skill facets.

After BGCL's first contact on 10/10/2023, and subsequent communication via numerous emails and several Zoom meetings until 12/11/2023, BGCL realized that a significant collaboration was forming. Initially, we had only asked for permission to use their BESSI banner and pre/post-test materials. Throughout two months of dialogue, we identified a mutual partnership advantage with the BESSI Research Group. Their interest in crafting programs, activities, testing, and monitoring progress for children and youth (younger age groups) aligns with our goal to enhance the (5) core and (32) skillsets and the identified survey needs of BGCL's students, families, and staff for professional development. Thus, a new collaborative partnership for the TECSA program was established.

After the BESSI group joined this collaborative effort, specific objectives related to the overarching goals/themes were jointly agreed on by all parties. BGCL distributed MOAs to all involved parties. The BESSI MOA highlights a game-changing opportunity, role, and partnership agreement for our agency that denotes national and international recognition for our agency with its research-based opportunity. Moreover, the participation of the BESSI group is anticipated to have lasting impacts on the children we serve, as well as to contribute to the growth and development of our staff, ensuring they can deliver the most effective services. The critical elements of this MOA include one year of planning to develop age/grade-appropriate materials and activities; revise questionnaires as appropriate and conduct pre/post-tests for students; design age/grade-appropriate identification numbering system for students, parents, staff participants to ensure confidentiality for experiential/control groups; providing BGCL access to materials from existing BESSI intervention work including: an on-going study of volitional skill development (in which students select skills to work on, and then set weekly challenge goals related to those skills), and team member's Brent Robert's Ph.D. skill development course (in which students complete activities and assignments designed to help develop specific skills); BESSI to provide semi-annual consultation and feedback to/for BGCL's leadership, management, and Unit/Site Directors as to programming materials; BESSI to obtain ethics approval from an appropriate Institutional Review Board for any research conducted in collaboration with BGCL; participate in the evaluation process; and acknowledge BGCL in any

future research-based publishing for role in experiential / control group participation setting regarding BESSI Research Group pre/post-tests training, curriculum development based on findings from evaluation outcomes.

(Word count is 2259) 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.

Targeted Students' Needs Assessment Data/Gaps in Achievement/Support Services: Our collaborative program planning process and data collection efforts resulted in a comprehensive needs assessment that guides our program plan. The students' needs are evidenced by poor Georgia Milestones Assessment System (GMAS) scores and numerous other factors such as frequent absenteeism and disciplinary records. We have uploaded the state report card tables to this application that provides detailed data on students' enrollment, attendance, ethnicity, economically disadvantaged subgroups, race, special educational needs, and retentions. Further, our needs assessment combines student, teacher, and parent surveys and feedback with additional concrete data gathered from the District and reputable online databases, ensuring the reliability of the identified needs and gaps in support services.

The results from the comprehensive needs assessment make it evident why there is a crucial demand for FY-25 21st CCLC funding support. The (90) students identified for support at Tadmore Elementary School (TES) along with their families, are facing multiple significant achievement gaps and are currently underserved in critical areas of support. Moreover, they encounter these challenges while residing in an economically disadvantaged, high-crime region and attending schools with limited resources. As outlined and referenced in the needs assessment, students are encountering academic challenges, including, but not limited to, needing help with homework and poor academic performance. This need is evidenced by teacher reports of low homework completion rates and poor Georgia Milestones Assessment System (GMAS) scores. Students are also struggling with social challenges, including, but not limited to, involvement in disciplinary incidents, bullying, and problematic classroom behavior. Social challenges are evident in teacher and student survey responses, frequent absences, and high rates of school disciplinary actions. The data described and referenced later in this section reveals that TES has poor College and Career Readiness Performance Index indicator scores, indicating a need for strategic interventions to uplift academic performance. Furthermore, parents also face their own challenges in ensuring their children stay on the right path. As outlined in the needs assessment, the parent feedback reveals the multiple obstacles they face while trying to juggle work responsibilities, financial responsibilities, as well as involvement in their children's lives.

Target Population: BGCL, Hall County Schools (the District), and TES are all located in Gainesville, the seat of Hall County, Georgia. According to a combination of data records extracted from the Hall County, GA - Profile data - Census Reporter; The Hall County School District has a population of 164,359 people and covers an area of 355.8 square miles. The median age of the population is 38.4 years. Of the 74,331 households in Hall County, 37.10% had children under the age of 18 living with them, 18.% had a female householder with no husband present. About 12.3% of the population were below the poverty line, including 21% of those under 18. The Hall County district's area population according to the latest available data from the US Census Bureau includes the racial and ethnic composition as follows: 58% White, 7.02% Black, 2.07% Asian, 0.17% Native, 0.04% Islander, 3.36% Mixed/Other+, and 30% Hispanic. The percentage of the population with a high school diploma or higher is 82%, while the percentage of the population with a bachelor's degree or higher is 30.8%. According to Hall County School District, GA - Profile data - Census Reporter and Hall County School District (2024) - Flowery Branch, GA (publicschoolreview.com); The district has a total of 37 public schools serving 27,105 students, with a student-teacher ratio of 14 to 1. According to the county geographical mobility rate (frequency of moving) is 15.4%, 20% higher than the rate in the state of Georgia and 25% higher than the rate in the US. The minority enrollment is 56%. The school population ethnic breakdown is white 44%, Hispanic 47%, Black 5%, Mixed 2+ 3%, and Asian 1%. Public Schools in Hall County School District have an average math proficiency score of 28% (versus the Georgia public school average of 35%) and a reading proficiency score of 33% (versus the 39% statewide average). 29.1% of the District's students are English language learners. Hall County School District is ranked within the bottom 50% of all 220 school districts in Georgia (based on combined math and reading proficiency testing data) for the 2020-2021 school year. The school district's graduation rate of 87% has increased from 83% over five school years. Source (National Center for Education Statistics NCES). Further, according to Crime Quick Facts collected from 2021 law enforcement reports, Gainesville crime rates, where the District is located, are 28% higher than the national average, and violent crimes in Gainesville are 1% higher than the national average in addition, Gainesville crime rates are 25% higher than the Georgia average and the Cost of living in Gainesville is 5% higher than the Georgia average.

BGCL and the District identified (90) K -5th-grade students who are high-risk and/or at-risk for failure for the After-School and summer program, with (5) of those students identified with special needs. BGCL's Tadmore Elementary School Club Success Academy (TESCA) population will include (90) K - 5th grade students (and rising 6th graders in the summer program) attending TES. TES meets eligibility requirements for the free/reduced lunch program at (85%). They are students recognized as low-income/high-poverty, minority, with high absenteeism due to family migratory patterns due to work or income challenges and or shelter insecurities. Many are known to have high truancy patterns, a record of disciplinary incidents, participate in destructive behaviors, have special needs, and/or ESL families. Many of these students are functioning below grade level measures in reading, language arts, math, and science, and are at-risk for below/poor academic performance as identified on school-based benchmarks. These students experience high levels of transiency with their families' frequent moves for work, which is a source of continuous disruption and instability.

They struggle across the board academically in reading, math, social studies, language arts, and science as indicated by their classroom performance and Georgia Milestones Assessment System (GMAS) scores.

Academic, Social, Emotional, Cultural, and Physical Needs of the Target Population: An analysis of data collected from the student, teacher, and parent needs assessments revealed the academic, social, emotional, cultural, and physical needs that place the targeted population at-risk. Students' struggles were also clearly identifiable in their responses and in their teachers' and parents' responses to the needs assessments distributed by BGCL and TES.

In response to inquiries about the completion of daily homework by their students, 46.2% of teachers reported that only 25 - 50% of the student body consistently finishes their homework assignments. Student feedback indicates an explanation for the low rate of homework completion: They require additional support to accomplish it. In response to questions about their homework assistance needs, 30.8% of students noted a consistent requirement for help, while 59% indicated occasional need. Additionally, 64.1% indicated that receiving help with homework after school was very important to them and 33.3% considered it moderately important. Similarly, teachers acknowledge the necessity for homework support among their students, with 84.7% noting that 50 – 100% of students need support. Parents also noted a significant need for homework assistance, with 83.9% stating that their child(ren) needed help completing homework assignments. All parents (100%) expressed that homework support was of utmost importance for after-school programs to offer. Similarly, most teachers (84.6%) noted that homework support was of utmost importance in after-school programming. Given that most students are not completing homework assignments because they do not have the necessary support and the high importance that students, parents, and teachers place on homework assistance, we would be remiss not to emphasize homework assistance in our programming.

In addition to homework assistance, responses overwhelmingly demonstrated a need for tutoring and reading, writing, and math enrichment. Regarding the significance of accessible afterschool tutoring, 61.5% of students indicated that having access to tutoring was very important to them and 30.8% considered it moderately important. Teachers highlighted an even greater inclination toward tutoring, with 84.6% expressing that tutoring was of utmost importance for afterschool programs to offer. Parents were the most likely to note that tutoring was an essential component of afterschool programming, with 96.7% expressing its significant value. Most teachers (76.9%) also disclosed that 50 – 100% of students encounter learning setbacks during the summer, underscoring the necessity not only for after-school tutoring but also for summer tutoring.

When asked about the subjects in which students experienced the greatest summer learning loss, teachers noted that reading topped the list (61.5%), followed by writing (38.5%) and math (23.1%). Moreover, students revealed strong interests in reading, math, science, and writing. When questioned about the importance of engaging in reading enrichments after school, 66.7% of students emphasized a high significance for reading activities, while 25.6% attributed a moderate importance. Regarding the importance of math and science enrichments, 74.4% assigned a high value to math and science activities, with 20.5% considering them of moderate importance. Regarding their interest in writing activities, 59% noted a high interest and 33.3% noted a moderate interest. Parents, again, placed an even greater value on students' opportunities to engage in reading, writing, math, and science enrichments, with 100% regarding reading and writing activities as very important and 96.8% considered math and science as very important. Teachers also revealed overwhelming support for students' ability to participate in afterschool academic enrichments, with 92.3% regarding reading and writing as very important and 84.6% regarding math and science as very important. The notable decline in students' proficiency in reading, math, and writing, coupled with their keen interest in these subjects, implies that enrichment activities for reading, math, and writing are advantageous not only after school but particularly during the summer.

When asked about the significance of learning social, emotional, and behavioral (SEB) skills, 51.3% of students indicated that they considered them to be highly important and 43.6% considered them moderately important. Although student feedback suggests they are aware of the significance of learning SEB skills, the possibility exists that they are not fully aware of what SEB entails due to their lack of exposure to SEB curriculum in schools. If a school doesn't prioritize or include SEB components in its teaching, students may not be exposed to these concepts. Teachers expressed a greater inclination toward SEB skills, with 69.2% indicating that SEB skills were very important for children to learn. Additionally, 69.2% of teachers revealed that 50 – 100% of students need help developing SEB skills. Parents were the most inclined to emphasize the importance of SEB skills, with a substantial 93.6% expressing the significant value of children acquiring these skills. Moreover, most teachers (69.2%) cited classroom disruption as the most prevalent behavioral problem among students. Problems such as this suggest a need to introduce SEB concepts to reduce disruptions and enhance quality learning environments. The development of SEB skills is linked to improved academic outcomes. Students who have strong SEB skills are often more engaged in their learning, reducing the likelihood of boredom or frustration leading to disruptive behaviors. Students exhibited additional areas where the application of SEB skills would be advantageous. When asked if they had ever been bullied, 51.3% revealed they had. For students who have experienced bullying, SEB concepts can help them understand and manage their emotions. It equips students with the skills needed not only to cope with past experiences but also to navigate future challenges in a healthy and constructive way. The students' and parents' expressed interest in SEB skills combined with the lack of SEB curriculum in the local educational system, persistent behavioral problems, and the high rate of bullying underscores the necessity for an after school educational curriculum that focuses on SEB principles.

Parent responses regarding their interest in attending various parent engagement activities demonstrated their high enthusiasm regarding the events. Notably, 54.9% indicated a high probability of attending family activity nights, while 29.1% indicated a probable likelihood. Similarly, 32.3% expressed a high likelihood of attending classes focused on financial aid and college application assistance and 48.4% indicated a moderate likelihood. When asked about their interest in parenting classes, 25.8% noted a high interest, while 58.1% expressed a moderate interest. In response to their interest in engaging in classes focused on technology assistance, 35.5% revealed that they would be very likely to attend and 19.4% indicated a probable likelihood. When asked about their interest in attending classes focused on resume assistance, 29% expressed a strong interest and 32.3% expressed a moderate interest. When asked about their interest in attending classes focused on literacy assistance, 35.5% indicated that they would definitely attend and 19.4% noted a probable likelihood of attending. When asked if they would like to attend an English as a

Second Language class, 51.6% noted that they would definitely attend while 12.9% indicated a probable likelihood. While parents express a strong interest in engagement activities, their feedback highlights several barriers hindering their ability to attend. A majority (73%) of parents experience various obstacles, with some experiencing multiple obstacles. Most notably, 18.2% revealed that lack of transportation prevented them from participating. The next most significant obstacles included work responsibilities conflicting with the times parent activities are offered (18.1%) and lack of childcare (13.6%). Parents (36.3%) additionally cited other unspecified reasons that prevented their attendance. In response to inquiries about the most pressing challenges affecting students, 23.1% of teachers identified a deficiency in parental support as the most detrimental factor. This highlights the critical need to enhance parental involvement in their children's activities. Given parents' desire to attend parent activities but inability to do so, there is a need to assist them in overcoming obstacles and/or to make parent engagement activities more easily accessible. To make parent engagement activities more accessible, we will add a virtual component to help them overcome the most significant obstacle, lack of transportation. Parent activities will also be offered during club hours to eliminate the childcare barrier.

Factual/Compelling Statement of Problem/Who is Affected/Results if Not Addressed/Solved: The needs assessments reveal compelling challenges and opportunities for the BGCL and the District's partnership in delivering quality After-School and summer programming. The critical areas that require attention are identified gaps in academic support, SEB/SED skills, and parent engagement. The comprehensive analysis of student, parent, and teacher feedback underscores the urgency of addressing these needs by enhancing academic achievement, increasing parent engagement, and improving students' social-emotional-behavioral skills. By implementing targeted interventions, including homework assistance, tutoring, enrichments in reading, writing, math, and science, and social-emotional-behavioral learning programs, the joint effort aims to provide holistic support for at-risk students and their families. Additionally, recognizing the challenges faced by parents in attending engagement activities, the inclusion of virtual components, and offering activities during club hours seeks to enhance accessibility. Through this collaborative and comprehensive approach, this program endeavors to make a meaningful impact on the academic, social, and emotional well-being of the identified high-risk and at-risk students, empowering them to reach their full potential and become responsible, caring, and successful citizens.

Who is Affected? All of us could be mildly to significantly affected individually and/or as a group. Without a program with perhaps one special caring person who caters to and touches upon these needs, students could be at risk of failing to thrive academically, socially, and emotionally, hindering their overall whole-person development and future success. When students are at risk for failure so are their families, communities, and ultimately possibly society as a whole; because then society will never see, witness, or experience what that one child, youth, or future adult may have been capable of accomplishing. What his/her potential may have been for some type of future discovery, creation, or contribution to society in any number of mathematical, science, technology, and/or medical, etc., fields. A valuable contribution that could vanish.

Data Sources: The recognized needs extend beyond the scope of the needs assessment, with additional support found in data from the District and online research. Moreover, it is essential to acknowledge that the needs assessment data relies on self-reports, which, while insightful, can benefit from enhanced reliability. To address this, we supplemented the self-reported needs data with more tangible information sourced from the District and reputable online databases, ensuring a more comprehensive and robust understanding of the identified needs.

According to the Governor's Office of Student Achievement, TES had a student population of 517 in 2022 - 2023. The majority of the student body belong to minority communities, with (81.5%) Hispanic, (2.1%) Black, (2.1%) Multiracial, and (14.1%) White. The student mobility rate (measure of how many students are transferring in and out of school) is (15.3%). Additionally, (25.7%) of students are economically disadvantaged, (64.4%) are English Language Learners (ELL), and (16.2%) of students have disabilities (https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html?lang=English&SchoolName=tadmore-elementary-school ; https://gaawards.gosa.ga.gov/analytics/saw.dll?dashboard).

Although no data exists to show the overall student retention rate, the percentages of students retained disaggregated by gender and race/ethnicity are as follows: (58%) males, (42%) females, (17%) White students, and (75%) Hispanic students. Hispanic students had the highest retention rates, indicating a disparity in academic performance or other factors influencing retention.

TES has a chronic absenteeism rate of (17%), an increase of 1.8 percentage points from the previous school year. Minority students were more likely to be labeled chronically absent than non-minority students. Specifically, (44.4%) of Black students were labeled as chronically absent, compared to only (23.5%) of White students. Moreover, attendance data disaggregated by student subgroups other than race/ethnicity reveals that (17.1%) of economically disadvantaged students, (14.7%) of limited English proficiency students, and (50%) of migrant students were chronically absent. Furthermore, students with disabilities were more likely to be chronically absent than students without disabilities. Specifically, (22.6%) of students with disabilities were chronically absent compared to only (15.9%) of students without disabilities.

Regarding students enrolled in compensatory programs, (74%) are enrolled in Early Intervention Program, (13.7%) in special education, and (54.5%) in English to Speakers of Other Languages (ESOL).

According to the 2022 Georgia Milestones Assessments, TES has high levels of beginning level learners in English (52.5%), Math (26.7%), and Science (72%). Disaggregated GMAS scores show that Hispanic students are more likely to be classified as beginning-level learners in all subjects compared to White students, revealing an achievement disparity among racial groups. Specifically, the range of beginning-level learners in all subjects for Hispanic students was (26.2 - 59.4%), and the range for White students was (28 – 36%). Moreover, students with disabilities were more likely to be classified as beginning-level learners in all subjects compared to students without disabilities. Specifically, the range of beginning-level learners in all subjects for students with disabilities was (60.5 – 76.3%), and the range for students without disabilities was (20.2 - 59.3%). Furthermore, students in other subgroups also demonstrated high rates of beginning-level learner status. Students with limited English proficiency had a range of (31.4 - 84.4%), much higher than the range of English proficient students (20.2 - 40%). Homeless students also had a high range of beginning-level learner status in all subjects at (40 - 80%).

There is no data to indicate TES' overall College and Career Readiness Performance Index (CCRPI), but there are scores available for several of the CCRPI indicators. The CCRPI is Georgia's tool for annually measuring how well schools, districts, and the state are helping students achieve their goals. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students. The CCRPI score is comprised of indicators from 4 core areas: Content Mastery, Progress, Readiness, and Closing Gaps. TES scored (47.1%) in content mastery, which includes achievement in English Language Arts, Mathematics, Science, and Social Studies based on student performance on the Georgia Milestones and the Georgia Alternate Assessment. TES's content mastery score is far below the state average of (64.7%). TES scored (97.18%) in progress, which includes student growth percentiles in English and Math and progress toward English language proficiency. TES scored (60.7%) in readiness, which includes the percentage of students absent less than 10 days, the percentage of students demonstrating reading comprehension, and the percentage of students earning a passing score in fine arts or world language. TES' readiness score is far below the state average of (82.3%). TES does not have a recorded score for the closing gaps indicator which measures whether students are making improvements in achievement.

According to the Governor's Office of Student Achievement K-12 Student Discipline Dashboard, a total of 45 TES students were involved in 66 disciplinary incidents in 2022. Moreover, (79%) of incidents involved harm to another person, (2%) were sexual offenses, (2%) involved weapons, and (2%) involved property damage. Among these incidents, (8%) resulted in suspension from the bus, (12%) resulted in in-school suspensions, (18%) resulted in out-of-school suspensions, and (62%) resulted in other unspecified disciplinary measures. Racial disparities also exist in disciplinary records. The majority of disciplinary incidents involve minority students. Among the incidents, (71%) involved Hispanic students compared to only (20%) involving White students. TES has an out-of-school suspension rate of (1.2%) and an in-school suspension rate of (.9%) (https://public.gosa.ga.gov/noauth/extensions/DisciplineDASHV1/DisciplineDASHV1.html).

The student retention rates, socio-economic statuses, chronic absenteeism, frequent changes in enrollment, involvement in compensatory programs, elevated levels of students at the beginning learning stage based on GMAS scores, subpar CCRPI scores, and a notable incidence of disciplinary actions all reinforce the and lend credence to the needs highlighted in the assessment data. This underscores the imperative for after-school programming designed to specifically tackle these challenges. Moreover, the discrepancies observed among different racial/ethnic groups, income statuses, and other subgroups in terms of academic achievement, absenteeism, and disciplinary involvement underscore the imperative to address and narrow these gaps. The existence of such disparities emphasizes the importance of implementing targeted interventions and support systems to ensure equitable educational outcomes for students of all backgrounds. Closing these gaps is essential for fostering an inclusive and supportive learning environment that enables every student to thrive academically and minimizes disparities in key educational indicators.

(Word count is 3508) 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 as Defined by the Results of the Needs Assessment: In response to the particular needs identified in the preceding section, Boys and Girls Clubs of Lanier (BGCL) has formulated a 21st CCLC program concentration aimed at enhancing students' academic achievements, reinforcing youth development skills, fostering increased parental involvement and engagement, and bolstering professional development training.

As referenced in the Specific Needs section, the Tadmore Elementary School Club Success Academy (TECSA) targets 90 high-risk and at-risk for failure K-5th grade students, with (5) of those students identified with special needs. TECSA's population will include ninety (90) students attending Tadmore Elementary School (TES). TES is a Title I school and meets eligibility requirements for the free/reduced lunch program at (85%). They are students recognized as low-income/high-poverty, minority, with high absenteeism due to family migratory patterns due to work or income challenges and or shelter insecurities. Many are known to have high absentee patterns, a record of disciplinary incidents, special needs, and/or ESL families. Many of these students are functioning below grade level measures in reading, language arts, math, and science, and are at-risk for below/poor academic performance as identified on school-based benchmarks. These students experience high levels of transiency with their families' frequent moves for work, which is a source of continuous disruption and instability. They struggle across the board academically in reading, math, social studies, language arts, and science as indicated by their classroom performance and Georgia Milestones Assessment System (GMAS) scores. These students struggle with low homework completion rates, poor academic achievement, summer learning loss, absenteeism, disciplinary involvement, and yes at an early age, bullying. Moreover, their parents encounter challenges in actively participating in their educational journey.

To meet the needs of students, TECSA will provide students with certified tutors specializing in English Language Arts/Reading and Math and evidenced-based Boys & Girls Clubs of America (BGCA) programs focused on academics to improve students' academic achievement. BGCL will seek contracting services with certified instructors with focused knowledge, background, skills, and expertise in their respective fields. These teachers along with the Director of Program Administration will ensure that services are in alignment with Georgia Standards of Excellence for the identified subject areas as well as the specific day school instruction. To improve students' social and emotional development (SED) and social and emotional behavior (SEB), TECSA will provide evidence-based BGCA programs focused on SED/SEB, healthy lifestyles, leadership, and enrichments focused on fine arts and performing arts. Moreover, our partnership with the BESSI Research Group will focus on developing additional SED/SEB programs to cater to students' needs. This wide array of services will benefit the specific needs of each targeted student to serve the whole

child. To meet the parents' needs, TECSA will offer educational parent workshops (with a virtual component), family/parent events, parent conferences, and SED/SEB skills education. TECSA staff will also develop meaningful relationships with parents and maintain communication with them, giving parents numerous opportunities to engage with their child's education. To enhance organizational capacity to better serve the students and meet their needs, the BESSI Research Group will provide SED/SEB instructional training to leadership and management. Management will then offer SED/SEB training to all Club staff.

In acknowledging all individualized education plans created by homeroom teachers, we are astutely focused on ensuring gaps for each student are identified, addressed, and minimized utilizing school-based benchmark assessments and tools. Those tools include report card grades, BESSI pre/post-tests, attendance records, disciplinary records, sign-in sheets, communication logs, BGCL programmatic records, BGCL staff surveys, and BGCA curriculum pre/post-tests. Further, BGCL will use school and after-school staff behavior and observations that may assist us in readily identifying individualized needs or concerns that may not have been apparent before.

Appropriateness of Proposed Program's Focus/Addressing Student Needs in the Needs Assessment: The TECSA program is designed to meet the academic, social, emotional, cultural, and physical demands of K-5th graders while providing a comprehensive fun and engaging after-school experience that provides participants with basic and enriching choices. As indicated in the Program Plan Section and sample schedules provided, the stated programs will operate throughout the school year and the summer. Moreover, the programs are designed to complement the regular school-day curriculum, enhancing the overall educational experience by offering additional support, diverse learning opportunities, and a safe, engaging environment for students to thrive academically and personally. Moreover, TECSA is designed to meet the identified needs of parents, enhancing family engagement, promoting parental involvement, and contributing to the parents' ongoing education.

Concentrating on enhancing student academic outcomes is well-suited to address the identified needs, given that the needs included low homework completion rates, a lack of homework assistance support, a need for academic tutoring, a considerable amount of summer learning-loss, high student retention rates, subgroup disparities in retention rates, high rates of beginning-level learners in all subjects based on GMAS scores, and subgroup disparities in GMAS scores. The range of services provided, including tutoring, homework assistance, and targeted academic programs, plays a pivotal role in positively influencing both the capacity and enthusiasm of students to learn. By offering tailored tutoring sessions, students receive targeted support to overcome academic challenges, fostering a deeper understanding of the material. Additionally, homework assistance ensures that students can reinforce their classroom learning in a structured environment, reducing barriers to comprehension. Moreover, the integration of a diverse range of BGCA programming, featuring elements that enhance academics, is poised to significantly impact students' academic performances. These programs are carefully designed to supplement the regular school curriculum, providing students with additional learning opportunities that cater to diverse learning styles and interests. In essence, the emphasis on academic improvement aligns with the fundamental goal of empowering students with the necessary tools, encouragement, and resources to succeed in their educational journey, thus contributing to higher grades, improvements in homework completion rates, higher standardized test scores, and advancing from beginning-level learners to developing learners.

Prioritizing the enhancement of youth development skills is aptly tailored to meet the identified needs, given that the identified needs included students' possible lack of understanding of SED/SEB skills, frequent behavioral problems, experiences with bullying, chronic absenteeism, subgroup disparities in absenteeism, high rates of disciplinary actions, and subgroup disparities in disciplinary action. The array of programs and services offered will play a crucial role in fostering students' comprehension and development of SED/SEB skills. The BGCA's evidence-based programs in SED/SEB, leadership, and healthy lifestyles, along with fine and performing arts enrichments, play a vital role in addressing absenteeism, bullying, and behavior improvement among students. By focusing on key skills such as emotional identification, collaboration, stress management, and conflict resolution, these programs contribute to creating a positive after-school environment. Improved self-awareness and emotional regulation can lead to reduced stress and better-coping mechanisms, which, in turn, may contribute to decreased absenteeism. Additionally, the emphasis on healthy relationships and conflict resolution skills helps create a supportive atmosphere, mitigating instances of bullying. The overall development of critical thinking and decision-making skills aids in improving behavior and fostering a positive school culture that promotes student well-being and academic engagement.

Furthermore, our focus using the academic knowledge, skills, and professional expertise of the BESSI Research Group, a team of National and International Ph.D. psychology and educational professionals, is on embedding the (5) core and (32) subset SEB skills development. These skills include self-management skills, social engagement skills, cooperation skills, emotional resilience skills, and innovation skills. The benefit element is the compound skills that combine aspects of multiple domains. We believe this focused addition is beneficial to all students but particularly beneficial for students who have experienced bullying, face frequent involvement in disciplinary incidents, grapple with chronic absenteeism, or exhibit challenging behaviors. For example, self-management skills foster self-discipline, empowering students to better regulate their behavior and making them less susceptible to impulsive actions that may lead to frequent absenteeism and/or disciplinary issues. Social engagement skills enhance communication, active listening, and conflict resolution skills, improving students' ability to interact positively with peers and adults and enhancing their ability to build healthier relationships. Cooperation skills cultivate teamwork, collaboration, and compromise skills, enabling students to work harmoniously with others and diminishing the potential for conflict or disruptive behavior. Emotional resilience skills can aid in stress-management and enhance coping mechanisms, empowering students to become more resilient in the face of challenges, thus reducing the impact of bullying and disciplinary incidents on their overall mental health. Innovation skills nurture creativity and problem-solving abilities, helping students develop alternative ways to approach challenges, and reducing frustration and potentially disruptive behaviors. By seamlessly integrating our existing programs with the guidance and new SED/SEB tools, materials, and activities from our partner, the BESSI group, we aim to amplify students' capabilities.

Focusing on improving family engagement and promoting parental involvement is well-suited to address the identified lack of parental support. Additionally, the program will focus on helping parents overcome barriers that hinder their active participation in their children's education. The barriers identified include lack of childcare, lack of transportation, and conflicting work

responsibilities. To assist parents in overcoming these barriers, family engagement activities will offer a virtual component, whereby parents/caregivers can participate via Zoom. Events will also be conducted within Club hours, ensuring that childcare is provided by the Club. The family engagement activities integrated into TECSA are designed to empower parents and caregivers with the essential tools needed to actively support their child's academic goals. These activities encompass a broad spectrum, including literacy initiatives, educational advocacy for children, SED/SEB understanding, guidance on assisting children with homework, computer literacy sessions, financial management workshops, and nutrition classes. By providing a comprehensive range of resources and educational opportunities, the after-school program seeks to strengthen the bond between parents and children and between families and schools, fostering a collaborative approach to student success.

Finally, prioritizing the improvement of BGCL staff expertise in the (5) Core and (32) subset SED/SEB skills aligns well with the identified youth development needs. Well-trained staff are crucial for delivering high-quality services that contribute to students' goal achievement, especially in after-school programming. The ability to convey information and instill understanding requires a solid grasp of the material, coupled with a proficiency that goes beyond surface-level knowledge. Enhanced access, knowledge, and training about teaching SED/SEB content are essential for our after-school staff. Staff training specific to this topic is critical for ensuring positive student impact and serves as a deterrent to additional harm. Strengthening proficiency levels ensures that our staff can effectively guide students through the complexities of the topic, adapting their delivery methods to various learning styles. Students and parents benefit from the increased knowledge and application skills training offered to staff. Through guidance and training from the BESSI group, BGCL staff members and volunteers will enhance their SED/SEB skills and become more adept at guiding students and parents in this crucial area.

Non-Discrimination: Here at BGCL, we believe in, and practice inclusivity and no child is denied services regardless of any disability, gender, race, or ethnicity. We value all our job candidates, employees, volunteers, students, and parents/guardians/caretakers as unique individuals, and we welcome the variety of experiences they bring to our organization. As such, we have a strict non-discrimination policy. We believe everyone - staff, volunteers, students, parents/guardians/caretakers - should be treated equally regardless of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. Any reported complaint of discrimination will be appropriately/immediately investigated by our Human Resources Department.
(Word count is 1927) If the word count exceeds 9,000, please upload any remaining narrative for Question C. Program Focus below.

Download a copy of the Chart, Graph or Continuation of the narrative for Question A The Process: Tadmore Success Academyneeds_charta86.pdf

Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs: Tadmore Success Academyneeds_chartb86.pdf

Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus : Tadmore Success Academyneeds_chartc86.pdf

FY 25 RFP 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION

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

Fiscal Agent Name: Boys & Girls Club of Lanier

Official notification documentation has been entered in the GaDOE Equitable Services for Private Schools (ES4PS) system.

○ There are no private schools located within the attendance zone of the school(s) served by the 21st CCLC program.

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

Please enter the total estimated number of private school students that will be served by the 21st CCLC program.
0

Schools Served Chart (2024-2025)

Program Name: Tadmore Success Academy

Sample Form

Name of School(s) Served	County	School Designation (e.g. CSI or TSI)	Grade Span of School(e.g, K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Tadmore Elementary School	Hall	N/A	PK-5	517	(●) Yes ( ) No	85.0 %	90

FUNDING REQUEST WORKSHEET

Program Name: Tadmore Success Academy

Site Name: Tadmore Success Academy

	Number of students without disabilities that will receive 21st CCLC services PER DAY in the indicated components	Number of students with disabilities that will receive 21st CCLC services PER DAY in the indicated components	Average number of HOURS per WEEK the program will operate the indicated component	Number of WEEKS per YEAR the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	85	5	15.00	36.00	$5.05	$6.30	$248,805.00
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	85	5	35.00	6.00	$5.05	$6.30	$96,757.50
						Calculated Total	$345,563.00

FUNDING REQUEST SUMMARY

Program Name: Tadmore Success Academy

Site	Calculated Total*
Tadmore Success Academy	$345,563.00
Calculated total of all sites	$345,563.00
Total allowable budget for this application	$345,563.00

Program Name: Tadmore 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 RFP;
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 and IHE Applicants Only
In addition to the above narrative and budget information, 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, (Appendix A) 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 and IHE applicants currently operating a 21st CCLC program in FY24 are not required to include the financial audit and financial statements with their RFPs.

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, upload 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 submit subsequent evidence to GaDOE, 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.

CBO/Non-LEA applicants must also complete and submit the Non-Profit or For- Profit Organization Financial Management Questionnaire. This form assists the GaDOE in determining whether a non-profit organization is financially capable of administering a grant and performing services. Please upload the Non-Profit Organization Financial Management Questionnaire.

a. How the items within the budget support the goals of the program:

Every budgeted item, including staffing, educational materials, supplies, professional development, safety measures, transportation, oversight, grant management, and evaluation, is in direct alignment with and supportive of the five identified goals. These budgeted items are also in line with the scope

of students served and timeframes served while providing the necessary means to evaluate our outcomes. For example, Goal #1 (TECSA students will improve their Academic Performances and Achievements) is directly supported through the inclusion of tutorial instructors, the Curriculum and Community Partnership Coordinator, and Youth Development Professionals as program personnel. Tutors will be responsible for assisting students in improving their grades. The Curriculum and Community Partnership Coordinator will ensure that tutorial instruction aligns with the school-day curriculum. Youth Development Professionals are tasked with implementing academic programs. Goal # 2 (TECSA students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills/Capacities including (5) core and (32) subset Social, Emotional, Behavioral (SEB) Skills, Health/Wellness Knowledge/Habits, and Physical Fitness Participation) is directly supported through the inclusion of instructional program supplies and Youth Development Professionals as program personnel. Program supplies provide essential resources for activities and materials that contribute to SED/SEB development. Youth Development Professionals are tasked with implementing SED/SEB programs. Goal # 3 TECSA parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in the social-emotional development/behavioral SED/SEB skills enhancement) is directly supported through the inclusion of the Parent Coordinator as program personnel, program supplies for parent engagement activities, and contracted special instructors for parent training activities. The Parent Coordinator is tasked with implementing the parent events and engaging with parents. Contracted special instructors implement parent workshops. Goal # 4 (BGCL leadership, management, Club site staff, and volunteers will improve their knowledge, understanding, and transfer/delivery of (5) Core and (32) subset social, emotional, development/behavioral SED/SEB skills) is directly supported through the inclusion of the Director of Program Administration, who will be responsible for meeting with the BESSI Group and training club staff in SED/SEB principles, as program personnel. 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 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 RFP:

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 are $258,257.50 as identified in function codes 1000 and 2100 to support the engaging learning programs; transportation services for safe passage home from the school site is $27,801.10 indicated in code 2700. Administrative staffing costs will not exceed 10% of the total grant award; the proposed budget shows a total of $34,221.00 in designated function code 2230 (excludes audit, bond, background checks, and indirect costs). External evaluation services will not exceed 3% of the award and are budgeted at only (2.54%) for a total of $8,850 per year. Furthermore, professional development for staff and volunteers, including curriculum alignment, has costs allocated in code 2213 at $11,433.15. BGCL will be the lead 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 TECSA's high-quality program design will benefit (90) students and their parents/guardians in the afterschool and summer programs. 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 of contact services, and essential program implementation supplies in that the total budget for year one is $345,563.00. The average cost per student is $3,839.58 for one full year. When considering the (736) annual hours of quality contact time provided by BGCL, this cost translates to roughly $5.21 per student per hour. When considering that the program operates for (67) hours a month over (11) months, this rate amounts to approximately $349.07 per student/per month. The cost-effectiveness of our Success Academy, just based on the dollar amount per student, is remarkable on its own. However, when we consider the potential life-changing outcomes for these students, it becomes truly awe-inspiring.

All expenses will be reviewed using the 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. TECSA’s project scope and anticipated outcomes include (100%) of the (90) students receiving high-quality after-school and summer school academic improvement and enrichment services. In this budget narrative, the emphasis is on justifying the major costs linked to the specified goals. For Goal # 1, the major costs include tutor salaries and program personnel. The assertion is that these costs are deemed reasonable when considering both the number of students served (90) and the anticipated outcomes of the program. These costs will allow for a 1:10 academic staff-to-student ratio, a 1:15 enrichment staff-to-student ratio, and adequate aides to assist the (90) students. Furthermore, the quantities and quality of program supplies and field trips will contribute significantly to achieving the desired results by facilitating informative and captivating educational activities. For Goal # 2, the major costs include program supplies and personnel. The quantity and quality of program supplies will provide essential resources for activities like interactive exercises, group activities, and projects that foster emotional intelligence, communication skills, and teamwork. Moreover, the number of staff members will enable smaller group sizes, providing students with increased individualized attention. For Goal # 3, the major costs include personnel, contracted trainers, and program supplies. Having a part-time Parent Coordinator allows for effective and consistent communication with the parents of the 90 students. The quantity and quality of program supplies will contribute by facilitating engaging and informative parent activities. For Goal # 4, the major costs include personnel (Director of Program Administration). Given that the Director of Program Administration is a full-time position, ample time is available to provide comprehensive training for the entire staff, increasing staff members’ awareness and understanding of SED/SEB skills, and improving their skill acquisition, and application of SED/SEB concepts. As outlined, all budgeted costs are directly linked to program activities that will result in the above outcomes. The budget is deemed reasonable because it is proportionate to the number of students the program intends to serve and aligned with the stated goals. The costs have been calculated with the student population and the goals in mind, ensuring that resources are allocated appropriately.

d. How 21st CCLC funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds:

The TECSA program funding will supplement and not supplant other federal, state, and local funds. BGCL is committed to transparent financial reporting and has implemented strategies to clearly demonstrate both the supplementation and non-supplantation of federal funding. Through meticulous budget breakdowns, we illustrate how federal funding is allocated to specific programs while showcasing a diverse funding portfolio that includes private donors, foundations, corporate sponsors, and community contributions. The record of grant applications and awards provides transparency regarding our engagement with federal agencies. We actively seek collaborations with other nonprofits, local governments, and community organizations, emphasizing partnerships that contribute additional resources beyond federal funding. Our annual reports and project updates incorporate narrative descriptions, anecdotes, testimonials, and success stories to convey the broader impact of our work, showcasing how federal funds enhance specific aspects of our initiatives without fully covering all expenses. Furthermore, our organization diligently complies with all federal regulations, ensuring responsible and ethical use of federal funds to maximize our positive impact on the community. Additionally, BGCL is committed to the program's success through our in-kind utilization of existing employees in the finance department to support services. BGCL employs a full-time Chief Executive Officer, Chief Operations Officer, and has three employees devoted to fiscal management and audit requirements. BGCL's audit through our external contracted CPA firm will document the use of funds through our audited financial statements. The Governance Board also reviews the expenditures at each meeting. The total amount for the FY 2025 grant year is $345,563.00. The detailed budget form is included in this 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 and quality program implementation include the Director of Program Administration, Site Coordinator, Curriculum and Community Partnership Coordinator, Parent Coordinator, Outcomes Measurement Specialist, Data Clerk, certified and tutorial instructors, and parent instructors. The salaries are reasonable, necessary, consistent with the demographic area as supported in the uploaded Compensation Report and adhere to BGCL's policies and procedures. The Compensation Report, a product of BGCA's partnership with JER Human Resources HR Group (a leading national compensation consultant), provides the guidance necessary to ensure compensation is administered in a manner that facilitates BGCL’s ability to attract and retain the staff needed to fulfill its objectives. The report, which is utilized by BGCL’s CEO and Human Resources Department in determining pay ranges, ensures that salaries and wages are commensurate with comparable organizations in the community.

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

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

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

Also, as a non-LEA applicant receiving 21st CCLC funds for FY 19, if we are awarded funding, BGCL will maintain the current insurance policy providing no less than $1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage. Because BGCL is the recipient of more than one grant, we have increased the general liability by $250,000 for each grant with a cap of $2,000,000.
(Word count is 1791)

WORKING CAPITAL ANALYSIS WORKSHEET
2024-2025

Applicant Name: Boys & Girls Club 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:	April 26, 2023
Cash and cash equivalents*	$ 8,595,080.00

Calculation of recommended working capital requirement:

Proposed annual budget of the 21st CCLC program	$ 345,563.00
Number of months of operation (including summer, if applicable)	12
Estimated monthly working capital requirement	$28,796.92
Necessary working capital for 3 month period	$86,390.75

Results:

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

FY25 RFP Budget Details For Year 1 (FY25)

Program name: Tadmore Success Academy
Fiscal agent name: Boys & Girls Club of Lanier
Budget updated on (date): 05/20/2024

					Sum:	$345,562.50	Maximum Amount Allowed: $345,563.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2025	1000 / 110	1000	110	9	$5,512.50	$49,612.50	Tutorial Instructors: Certified Teachers providing CRCT prep; math & reading tutoring activities; STEM activities; $35/hr. for 9 certified teachers at a 1:10 ratio for 4.5 hrs. per wk. After-School Program for 35 wks.
2025	1000 / 110	1000	110	9	$1,470.00	$13,230.00	Tutorial Instructors: Certified Teachers; CRCT prep; math & reading tutoring activities; STEM activities; $35/hr. for 9 certified teachers at a 1:10 ratio for 7 hrs. per wk. Summer Program for 6 wks.
2025	1000 / 110	1000	110	9	$210.00	$1,890.00	Tutorial Instructors: $35 x 9 tutors 1 hr./wk. lesson planning for 6 wks. Summer Program
2025	1000 / 110	1000	110	9	$1,225.00	$11,025.00	Tutorial Instructors: $35 x 9 tutors 1 hr./wk. lesson planning for 35 wk. After-School Program
2025	1000 / 110	1000	110	1	$17,200.00	$17,200.00	Lead Teacher & STEM facilitator @ $40/hr. for 10 hrs./wk. @ 43 wks.
2025	1000 / 200	1000	200	1	$2,039.00	$2,039.00	"Lead benefits FICA (.0765) = $4417; workers compensation (.0131) = $756; unemployment (.029) = $1675 After-School/Summer"
2025	1000 / 200	1000	200	1	$6,848.00	$6,848.00	"Tutor benefits FICA (.0765) = $4417; workers compensation (.0131) = $756; unemployment (.029) = $1675 After-School"
2025	1000 / 200	1000	200	1	$2,262.00	$2,262.00	"Tutor benefits FICA (.0765) = $1446; workers compensation (.0131) = $248; unemployment (.029) = $548 Summer"
2025	1000 / 140	1000	140	6	$8,190.00	$49,140.00	"Youth Development Professional at 1:15 ratio; 6 staff @ 13$/ hr. @15 hrs. per wk. @ 36

							wks., plus 2.5 hrs. of planning/wk. After-School Program salary"
2025	1000 / 140	1000	140	6	$2,730.00	$16,380.00	"Youth Development Professional at 1:15 ratio; 6 staff @ $13/hr. @ 35 hrs. per wk. @ 6 wks. YDP Summer Program salary"
2025	1000 / 200	1000	200	1	$4,981.00	$4,981.00	"Youth Development Professional benefits FICA (.0765) = $3213; workers compensation (.0131) = $550; unemployment (.029) = $1218 YDP After-School Program"
2025	1000 / 200	1000	200	1	$1,992.00	$1,992.00	"Youth Development Professional benefits FICA (.0765) = $1285; workers compensation (.0131) = $220; unemployment (.029) = $487 YDP Summer "
2025	1000 / 300	1000	300	3	$3,500.00	$10,500.00	Enrichment 1:15 ratio at $50/hr. - 3 teachers - art, music, dance, drama and other STEM and enrichment choice programs for 2 hrs./wk. @ 35 wks. After-School Program
2025	1000 / 300	1000	300	3	$800.00	$2,400.00	Enrichment 1:15 ratio at $50/hr. - 3 teachers - art, music, dance, drama and other STEM and enrichment choice Programs for 2 hrs./wk. @ 8 wks. Summer Program
2025	1000 / 610	1000	610	1	$8,485.00	$8,485.00	General Materials for academic assistance & enrichment classes supplies for general After-School 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, charcoal pencils, easels, canvas, brushes, etc. - $10,368.
2025	2100 / 177	2100	177	1	$16,125.00	$16,125.00	Parent Coordinator, part-time position, @ 25 hr./wk. x $15/hr. x 43 wks. to organize and implement family involvement

							activities. Recruit parents/guardian participation in events, maintain communication with parents, etc.
2025	2100 / 191	2100	191	1	$5,120.00	$5,120.00	One Site Coordinator; oversight of daily operations. Part-time position @ $16/hr. x 30 hrs./wk. @ 8 wks.. 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 (Summer)
2025	2100 / 191	2100	191	1	$20,160.00	$20,160.00	One Site Coordinator; oversight of daily operations. Part-time position @ $16/hr. x 40 hrs./wk. @ 42 wks.. 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 (After-School)
2025	2100 / 200	2100	200	1	$606.00	$606.00	Site Coordinator benefits FICA (.0765) = $391; Workers Compensation (.0131) = $67; Unemployment (.029) = $148 (Summer)
2025	2100 / 200	2100	200	1	$2,391.00	$2,391.00	Site Coordinator benefits FICA (.0765) = $1542; Workers Compensation (.0131) = $264; Unemployment (.029) = $585 (After-School)
2025	2100 / 200	2100	200	1	$1,913.00	$1,913.00	Parent Coordinator benefits FICA (.0765) = 1234; Workers Compensation (.0173) = $211; Unemployment (.029) = $468
2025	2100 / 300	2100	300	1	$600.00	$600.00	Instructors for Parent Training and Literacy Program @ $25/hr. x 2hrs./wk. x 12 wks.; After-School
2025	2100 / 610	2100	610	1	$3,758.00	$3,758.00	Supplies for 18 family events and parent services includes ; Family Night, community service, Lights On After-School, STEP Parenting

							Classes, Family Dinner/Read Nights, Financial Planning classes, and Literacy classes. Supplies include paper products, light nutritional snacks, coolers, games, movies, and table/chair/tent rental @ average of $180.98/per event. Snacks do not exceed $3.50/person.
2025	2100 / 810	2100	810	1	$9,600.00	$9,600.00	8 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
2025	2213 / 199	2213	199	1	$4,937.00	$4,937.00	Curriculum and Community Partnership Coordinator; 1/7 time per grant @ $18/hr. x 6.67 hrs./wk. x 48 wks.; - $5; coordinate and manage curriculum alignment with school day, program specific data collection and analysis
2025	2213 / 200	2213	200	12	$116.00	$1,392.00	Curriculum and Community Partnership Coordinator - benefits Medical, Dental & life ($116 month)
2025	2213 / 200	2213	200	1	$276.00	$276.00	Curriculum and Community Partnership Coordinator - benefit Pension (.04)
2025	2213 / 200	2213	200	1	$628.00	$628.00	Curriculum and Community Partnership Coordinator - FICA (0.0765) = $479; Workers Compensation (.0131) = $78.24; Unemployment (.029) = $70
2025	2213 / 300	2213	300	4	$300.00	$1,200.00	Onsite staff and contractor train the trainer for Science Naturally/Mystery

							Clubs, Readers Theater, iRead(initial & ongoing support, $6392 contribution of school), (Junior Achievement Program trainings are pro-bono) All Professional Development must be pre-approved by GADOE
2025	2213 / 580	2213	580	1	$1,500.00	$1,500.00	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
2025	2213 / 810	2213	810	1	$1,500.00	$1,500.00	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
2025	2230 / 142	2230	142	1	$14,190.00	$14,190.00	Data Clerk - enter and manage data in AS 21 data base; 22 hr. x $15/hr. x 43 wks. = $14190; Summer and After-School
2025	2230 / 142	2230	142	1	$2,505.00	$2,505.00	Data Clerk Specialist - 1/6 time per grant @ 16.83/h X 6.67/hrs. per wk. for 26 wks.. Supervise all Data Clerk; Summer and After-School
2025	2230 / 190	2230	190	1	$9,816.00	$9,816.00	Program Director 1/7 time will be spent overseeing 21st Century Program site. $33/hr. x 5.72hr./wk. x 52wk.
2025	2230 / 200	2230	200	1	$1,682.00	$1,682.00	Data Clerk - FICA = $1085; Unemployment = $186; Workers Compensation = $411
2025	2230 / 200	2230	200	1	$1,260.00	$1,260.00	Program Director 1/6 time will be spent overseeing 21st Century Program site. $28/hr. x 7.05 hr./wk. x 52wk. FICA = $925.49; Workers Compensation = $209.30 ; Unemployment = $350.84
2025	2230 / 200	2230	200	1	$518.00	$518.00	FICA (0.0765) = $382.88; Workers Compensation (.0131) = $65.57; Unemployment (.029) = $70
2025	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
2025	2230 / 332	2230	332	20	$55.00	$1,100.00	Background checks: National & State background checks for staff, tutors, enrichment instructors, and other contractors, volunteers
2025	2230 / 520	2230	520	1	$300.00	$300.00	Cost of surety bonds as required by DOE
2025	2230 / 610	2230	610	1	$750.00	$750.00	General office supplies: paper, printer, printer ink, pens, staples/stapler, file folders, post-it notes, flip chart paper/easels, etc.
2025	2300 / 880	2300	880	1	$5,000.00	$5,000.00	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.
2025	2700 / 511	2700	511	1	$21,321.00	$21,321.00	Allocation for Contracted transportation services for GCSS transportation - 10mi/day, 180 days, $2/mile = $3600. Plus, 3 drivers, $20/h, 2hr./day, 180 days = $21,600 - any amount in excess of 25,200 will be a gift in-kind from school system. (1/4 allocated to grant)
2025	2700 / 519	2700	519	9	$720.00	$6,480.00	Field Trip Transportation: 100 miles, $2/mile, for 2 busses = $400, 2 drivers, 8h/day, $20/hr. = $320
2025	2900 / 300	2900	300	1	$8,850.00	$8,850.00	Evaluation services for the grant Program not to exceed 3% of grant award

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

		Year 1 (FY25)		Year 2 (FY26)		Year 3 (FY27)		Year 4 (FY28)		Year 5 (FY29)	
Maximum Amount Allowed		$345,563.00		$345,563.00		$345,563.00		$311,006.70		$276,450.40	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	$197,984.50	57.29	$197,984.50	57.29	$197,984.50	57.29	$178,186.05	57.29	$158,387.60	57.29
2100	Pupil Services	$60,273.00	17.44	$60,273.00	17.44	$60,273.00	17.44	$54,245.70	17.44	$48,218.40	17.44
2210	Improvement Instructional Services	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2213	Instructional Training	$11,433.00	3.31	$11,433.00	3.31	$11,433.00	3.31	$10,289.70	3.31	$9,146.40	3.31
2220	Educational Media Services	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2230	General Administration	$34,221.00	9.9	$34,221.00	9.9	$34,221.00	9.9	$30,798.90	9.9	$27,376.80	9.9
2300	General Administration (for Federal Indirect Cost)	$5,000.00	1.45	$5,000.00	1.45	$5,000.00	1.45	$4,500.00	1.45	$4,000.00	1.45
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	$27,801.00	8.05	$27,801.00	8.05	$27,801.00	8.05	$25,020.90	8.05	$22,240.80	8.05
2900	Other Support Services	$8,850.00	2.56	$8,850.00	2.56	$8,850.00	2.56	$7,965.00	2.56	$7,080.00	2.56
	Total	$345,563.00		$345,563.00		$345,563.00		$311,006.00		$276,450.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	258,257.50	74.73	258,257.50	74.73	258,257.50	74.73	232,431.75	74.73	206,606.00	74.73
	Administrative Expenses (2230, 2300 and 2500)	39,221.00	11.35	39,221.00	11.35	39,221.00	11.35	35,298.90	11.35	31,376.80	11.35
Code	Less:										
2230/300	Audit	$2,100.00	0.61	$0.00	0	$0.00	0	$0.00	0	$0.00	0
2230/332	National Criminal Background Checks	$1,100.00	0.32	$1,100.00	0.32	$1,100.00	0.32	$990.00	0.32	$880.00	0.32
2230/520	Surety bond	300.00	0.09	$300.00	0.09	$300.00	0.09	$270.00	0.09	$240.00	0.09
2300/880	Indirect costs	$5,000.00	1.45	$5,000.00	1.45	$5,000.00	1.45	$4,500.00	1.45	$4,000.00	1.45
	Sub-Total	$8,500.00	2.47	$6,400.00	1.86	$6,400.00	1.86	$5,760.00	1.86	$5,120.00	1.86
	Net Administrative Expenses	$30,721.00	8.88	$32,821.00	9.49	$32,821.00	9.49	$29,538.90	9.49	$26,256.80	9.49
2900/300	External Evaluation expense	$8,850.00	2.56	$8,850.00	2.56	$8,850.00	2.56	$7,965.00	2.56	$7,080.00	2.56
Validations:											
	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 and adhere to the applicant agency's policies and procedures on salary determination of the proposed project. The following is a link to a helpful resource (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 FY24 are not required to include the financial audit and financial statements with their applications.

   All CBO/non-LEA applicants, excluding IHE applicants, which are exempt from federal income tax under Internal Revenue Code section 501(a), must also include the most recent Form 990 "Return of Organization Exempt from Income Tax", where applicable and IRS tax exempt status letter. 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. Please upload all the above information **with** your RFP.

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_79.pdf

Audit and Financial Statements
Download a copy of Boys&G_financials_85.pdf

- **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 FY23 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 FY23? ◉ Yes ○ No

As a Non-LEA applicants currently operating a 21st CCLC program in FY23, 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

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 applicant must 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.

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.

A. History of Success: As addressed earlier, Boys & Girls Clubs of Lanier (BGCL), is a 69-year-old non-profit charter member of BGCA. Through our annual needs assessments, we have constantly expanded our reach and have grown to be a tremendous resource for area children, youth, and families. We have a combined total of over 75 years of experience in agency and program planning, identifying, securing, and managing essential resources to meet our mission has served as the concrete foundation of our sustainability.

This past grant year, the Tadmore Elementary Club Success Academy began the after-school program August 8, 2022, and ended it for the 2023 school year on May 24, 2023. The after-school program began at 2:30 p.m. and ended at 5:30 p.m. Monday through Friday each week. The program was composed of an after-school nutritional snack time, homework assistance, mathematics and reading extended learning, and various enrichment activities. The program targets a predominately Hispanic population.

We targeted K-5th grade students through an after-school program of extended academic instruction and original activities designed to enhance and enrich participation and learning. Program goals and objectives focused on student achievement improvement in the areas of English/Language Arts, Mathematics, homework completion, student behavior, student attendance, financial literacy, and family involvement in program activities. Our reading and mathematics instruction has occurred through the creative implementation of instruction by Georgia-certified teachers supplemented with the instructional support of resources such as technology-based software.

We offered participants additional instruction in reading and mathematics, STEM, physical fitness, healthy lifestyles, innovation, nature and environmental activities, and community service projects. We provided students with the opportunity to develop friendships and relationships in a welcoming, safe, and nurturing environment. The parents/guardians of students attending our 21st CCLC program were also offered opportunities to participate. Our staff and volunteers worked with the community, stakeholders, and the Advisory Committee to enrich the program and creatively implement strategies designed to boost the experience of our participating students and their families.

Over the past decade, we have successfully applied, funded, and managed/completed 21st CCLC grant programs and served as the lead/fiscal agent in joint partnership with local school districts since 2013. When we first applied for 21st CCLC funding 2013, we had (37) staff. (280) volunteers, serving (1,625) Club members at (8) clubs and a total of (5,605) youth served annually in one county. A decade later, for this application, we have grown to have (284) staff, (400) volunteers, serving (2,882) Club members at (25) clubs and (7,500) youth annually in (5) different counties.

In addition to achieving success through the 21st Century-grant funded initiative, we boast a number of other highly effective after-school programs. The Member Emotional and Social Health (MESH) program, which receives partial funding from the American Rescue Plan Assistance Grant Program, is committed to enhancing the mental, social, and emotional well-being of school-aged children who have been disproportionately impacted by COVID-19. Those enrolled in this program gain access to licensed social workers who conduct targeted small group sessions and individual sessions, equipping students with the necessary skills to decrease behavioral referrals, enhance their perception of social support, and demonstrate improved abilities to regulate emotions and employ effective conflict resolution. We have been privileged to witness the remarkable transformation of our program participants, a testament to the profound impact of our efforts on their lives. The growth they have experienced is tangible and reflected in various facets of their development. Notably, their communication abilities have flourished, with newfound confidence shining through in their expressions and interactions. Creativity has become a vibrant aspect of their personalities, unveiling the limitless potential within each child. Equally inspiring is the articulation of their goals and aspirations, demonstrating a newfound sense of purpose and ambition. Perhaps most rewarding is the heightened self-acceptance and improved self-esteem observed among our participants, laying a foundation for a future marked by resilience and self-assurance. These compelling outcomes underscore the transformative power of our program, leaving an indelible mark on the lives of the

children we serve. Likewise, our mentoring initiatives targeting at-risk, gang-involved, and delinquent youth have yielded equally significant impacts. In partnership with local schools, the Hall County Juvenile Court, and the Gainesville City Police Department, the mentoring projects aim to bolster and amplify protective elements for students facing potential risks by providing mentorship from positive adult role models. Funded through the Office of Juvenile Justice and Delinquency Prevention, our mentor programs have consistently met or exceeded their stated goals. The transformative influence of mentorship on mentees has been unmistakable. Drawing inspiration and guidance from the passion and wisdom of their mentors, these individuals have triumphed over challenges, elevated their academic achievements, and cultivated a positive self-image, evident in their emerging leadership skills.

Most importantly, BGCL's success is evident in the feedback from Club members. Their words, experiences, and feelings speak to the extent of our success. Every year, we survey Club members about their perception of the Club and measure indicators of youth achievement. The survey asks students about their club experience, perceived safety, academic success, healthy lifestyles, and social and emotional development. Notably, 71% of Club members feel that there is an adult at the Club who cares about them; 40% of Club members feel safer at the Club compared to other places; 56% of Club members enjoy learning new things; 68% of Club members perceive their leadership skills as optimal; 88% of Club members avoid risky behaviors such as alcohol or cigarettes; and 68% of Club members believe that if they do their best, they can do most things. In essence, BGCL's success is not just a statistic; it is a testament echoed in the voices, experiences, and emotions of our Club members. These powerful affirmations illuminate the profound impact BGCL has on the lives of our members, illustrating that beyond the numbers, our success lies in the tangible, positive transformations experienced by every individual who walks through our doors.

B. Evidence of Best Practices/Research/Evidence-Based to Complement/Enhance Academic Performances:

As a 69-year-old non-profit member of the BGCA, BGCL's program operation is based on having well-trained staff members and activities that focus on targeted goals and objectives, active learning, and personal or social skills development. With successful coordination and clear ground rules, we ensure a safe place, consistent structure, and fairness. We offer predictable environments, opportunities for self-expression, sharing of feelings and thoughts, and time for unstructured play. We combine academics, sports, and the arts to maintain student interest and balance. We implement and deliver BGCA's proven and sound research-based academic programs that simultaneously improve and strengthen students' reading, language arts, math, and science skills, understanding, and application.

BGCL, in collaboration with Hall County Public Schools, will serve 90 K-5th grade students who are high-risk and/or at-risk for failure (5 identified with special needs) for the After-School program and 90 K-5th grade students and rising 6th graders in the Summer program. The Tadmore Elementary Club Success Academy (TECSA) population will include twenty (90) students attending Tadmore Elementary School, a Title I school. We have identified and outlined 4 clear TECSA goals and objectives in response to student needs, detailed in the following Program Goals and Measurable Objectives Section. To meet students' needs and help them achieve these goals, BGCL employs several evidenced-based practices that enhance academic performance and positive youth development.

Whole Child Model: Just like the Georgia's Division of Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the state-adopted standards in support of a balanced curriculum for the whole child, BGCL's programs are grounded in the Whole Child Framework. We implement the Whole Child model by ensuring that 1) ensuring that each student enters school healthy and learns about and practices healthy lifestyles, 2) each student learns in an environment that is physically and emotionally safe for students and adults, 3) each student is actively engaged in learning and is connected to the school and broader community, 4) each student has access to personalized learning and is supported by qualified, caring adults, and 5) each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment. We ensure these tenets are met by identifying needs, selecting appropriate interventions, planning implementation, and evaluating outcomes. Additionally, our effective leadership, coherent instruction, professional capacity, supportive learning environments, and family and community engagement contribute to the process. By prioritizing these five core pillars, our aim is for Club members to emerge as well-rounded individuals equipped with the skills, knowledge, and values necessary for a successful and purposeful future.
(https://www.georgiainsights.com/wholechild.html).

Evidence- Based Guiding Framework: Project Learn: Project Learn is a Club-wide strategy supporting youth-centered learning. Project Learn is a strategic approach to support learning in Clubs by leveraging the programming, staff practices, partnerships, and overall Club environment, which will complement and reinforce what youth learn during the school-day while creating experiences that spark inspiration and invite curiosity. Rooted in social-emotional skills, programs in this area enable all youth to be effective, engaged learners who are on track to graduate with a plan for the future. As an informal learning space, Clubs have an opportunity to offer both remediation and enrichment, all while inviting youth to discover and pursue passions that connect to future opportunities. Education programs include experiential learning, so that youth learn actively, through a "hands-on" and "mind-on" approach. The high-level staff practices which provide the strong foundation upon which Project Learn is built include: Modeling curiosity and encouraging youth to ask questions; helping youth connect new learning to previous experiences; asking questions to check for understanding and prompt youth to think about their thinking; teaching learning strategies in addition to content, so that while youth learn new things, they will also discover how to learn more effectively; and attending to learner diversity with multiple options for engagement, representation, and expression. The community strategies that extend beyond Club walls to a child's broader ecosystem and elevate Project Learn's impact include partnering with schools and engaging families and caregivers.

Project Learn was rigorously evaluated in the late '90s and the study found positive outcomes; the study was published in a peer-reviewed journal; and the program is listed on the National Institute of Justice's programs and practices registry with a promising rating (https://crimesolutions.ojp.gov/ratedprograms/266). Extensively field-tested and formally evaluated by Columbia University with funding from Carnegie Corporation of New York, Project Learn has

been proven to boost the academic performance of Club members.

Participants in this Club-wide strategy had significantly better academic outcomes than Club youth who did not participate in Project Learn and non-Club youth, specifically: 11% increase in overall Grade Point Average (GPA), 13% increase in math GPA, 22% increase in spelling GPA, 5% increase in reading GPA, 66% decrease in number of days absent from school, and 87% fewer missed school days, when compared with non-Club youth. (Schinke, Steven P., Kristin C. Cole, and Stephen R. Poulin. (2000). Enhancing the Educational Achievement of At-Risk Youth. Prevention Science 1(1):51–60).

Academic Success Evidence: Academic Success has long been a priority outcome of Boys & Girls Clubs. Youth program quality has been directly linked to academic outcomes. In a longitudinal study among youth-reported program experiences and academic expectations, self-reported grades, and perceived value of school using data from the national evaluation of BGCA, baseline perceptions of program experiences were associated prospectively with increased perceived value of school. Additionally, gains in youth-reported program experiences predicted gains in each of the academic outcomes. These findings suggest that youth programs can promote positive academic trajectories when youth perceive the programs as continuing to meet their needs over time (Seitz, Khatib, & Kuperminc, 2022 (https://www.tandfonline.com/doi/full/10.1080/10888691.2021.1993855).

Evidence for Social Emotional Development in Clubs: SED/SEB is built into structured programming across all three core program areas and supports all three of our priority outcomes of Academic Success, Healthy Lifestyles, and Good Character and Citizenship.

Researchers have found programs that are most effective in developing social-emotional skills were those that incorporated the following: Sequenced activities that led in a coordinated and connected way to skill-building, active forms of learning, a focus on developing one or more social-emotional skills, and explicit targeting of specific skills (Guerra, N.G., & Bradshaw, C.P. (2008). Linking the Prevention of Problem Behaviors and Positive Youth Development: Core Competencies for Positive Youth Development and Risk Prevention. New Directions for Child and Adolescent Development, 122, 1-17). Our programs incorporate these strategies.

The National Youth Outcomes Initiative also reveals that when youth practice and strengthen their social-emotional skills in the Club, they are more likely to stay on track to graduate. Youth with strong problem-solving skills, in particular, are 9% more likely to be on track to graduate than their peers with lower problem-solving skills. The difference is even more marked for youth with strong perseverance skills, who are 19% more likely than youth with low perseverance to be on track to graduate (Boys & Girls Clubs of America. (2019). Measuring the Impact of Boys & Girls Clubs: 2018 National Outcomes Report. Atlanta, GA).

Evidence for Family Engagement: According to Weiss and Brigham (2003), effective strategies for engaging with families can embody three types of program goals: 1) Support for children's learning – This includes strategies such as helping families increase students' positive development and academic performance; increasing parents' engagement in their children's education; and facilitating communication between families, schools, and OST programs concerning students' learning and development in and out of the classroom. 2) Support to families – This includes both direct supports and services to family members (e.g., English as a second language classes, job skills training) as well as opportunities and efforts to improve family relationships (e.g., recreation and social events that include both children and families). This also includes more general efforts by programs to encourage both positive interactions between parents and children and parental engagement in activities with their children, within and outside the program. 3) General parent involvement – This includes enlisting parental support of program staff and goals. This could also entail active parental assistance with the program's operation (e.g., acting as volunteers, assuming leadership or governance roles). Our program incorporates all 3 of these proven strategies.

How Program Plan Will Address the Identified Needs in the Assessment Process: In order to address the needs and meet the goals, we will operate our 21st CCLC program Monday through Friday offering (15) hours per week (2:30 pm – 5:30 pm) for (180) days during the regular school year's daily schedule for a total of (540) hours. With these goals in mind, all activities, and strategies for reaching the 21st CCLC goals and objectives will not only be researched, and Georgia Standard of Excellence based, but also be youth-centered, highly engaging, and complement, but not repeat, in-school instruction. The summer program will operate for (7) hours a day, (5) days a week for (35) hours per week for (28) days from (9 am-4 pm) for a total of (196) hours for the summer program. BGCL's annual quality adult/student contact time is (736) hours, roughly (67) hours a month for 11 months. Students will engage in a multitude of academic and enrichment activities during the summer as identified in the attached Success Academy calendars to reduce the summer learning-loss.

We will offer quality research-based academic programs that simultaneously improve and strengthen students' reading, language arts, math, and STEM education/skills, understanding, and application. These program services are created and executed to enrich age/grade-appropriate learning with enjoyable and engaging activities. They aim to deliver quality programming and facilitate healthy relationships between students and adults, fostering a maximum positive impact on students' development and learning. Our programs include research-based application processes that focus on advancing academic achievement and youth development through informative guidance in academic education, strengthening social, emotional, and development/behavioral (SED/SEB) skills, leadership, health and wellness education and practice, and physical fitness opportunities. The programs that address these areas include academic programs (Power Hour, Homework Help, DIY STEM, Summer Brain Gain, and subject-specific tutoring), SED/SEB programs (Triple Play Soul, Smart Moves, Smart Girls, and Passport 2 Manhood), leadership programs (Youth of the Month and Torch Club), healthy lifestyles programs (Triple Play Mind and Body and Positive Sprouts), enrichment programs (Drama Matters, Photography, and Art), and interest-based enrichments (jewelry making, martial arts, sign language, and yoga). Detailed descriptions of these programs are provided later in this section.

All BGCA research-based programs are specifically designed to assist students and offer opportunities to gain new knowledge and skills in their age/grade-appropriate SED/SEB skills/capacities. In addition, BGCL requested and received permission at no cost from Dr. Soto and his research team to use the pre/post-tests from "The BESSI identified in the research publication on Social, Emotional, and Behavioral Skills: An Integrative Model of the Skills Associated With Success During Adolescence and Across the Life Span." These skills include 1) Self-Management

Skills are capacities students can use to effectively pursue goals and complete tasks; 2) Social Engagement Skills are capacities that students can use to actively engage with others in one-on-one and group interactions, 3) Cooperation Skills are capacities that students can use to maintain positive, harmonious, and satisfying social relationships; 4) Emotional Resilience Skills are capacities that students can use to regulate their emotions and moods and maintain a sense of well-being and satisfaction; and 5) Innovation Skills are capacities that students can use to create, engage with, and learn from new ideas and experiences. The benefit element is the Compound Skills that combine aspects of multiple domains. We are enthusiastic that through this outreach, we have established a collaboration MOA with this group that is defined in the body of the narrative.

BGCA's Program Activities: All The programs used by BGCL are BGCA-researched and evidence-based programs and the program materials, resources, and activities are expected to improve student academic achievement and overall student success, our programs and activities align not only with Georgia Standards of Excellence (GSE), but also Georgia's After-school Youth Development Quality (GSYD) Programming Standards. The alignment with the GSE and GSYD is detailed later in the Program Goals section.

BGCA/BGCL Programs:

Academic Programs:

Power Hour - Power Hour is a targeted program for academic support. A targeted program is a sequence of high-yield activities designed to build specific skills. Power Hour helps Club youth develop academic, behavioral, and social skills by providing engaging homework help programs that make homework completion enjoyable, tutoring, online research projects, and high-yield learning activities that encourage members to become self-directed learners. (Supports Goal 1).

DIY STEM - Socially engaging, team-building activities that combine everyday life with science and mathematics to add dimension and understanding to these subjects. Hands-on, activity-based STEM curriculum that connects youth to science themes they encounter regularly. Examples of modules: Energy and electricity, engineering design, engineering, aeronautics, and food chemistry. STEM activities help youth build skills as observers, investigators, and creators. (Supports Goal 1).

Summer Brain Gain - A summer learning-loss prevention program designed specifically for Boys & Girls Clubs. Young people complete fun, hands-on activities as part of larger projects that spark their curiosity and encourage them to fall in love with learning. Youth have opportunities to explore their interests while building academic and social-emotional skills. (Supports Goal 1).

Social-Emotional Learning Programs

Triple Play Soul - Includes developmentally appropriate high-yield learning activities focused on social-emotional development through play (Supports Goal 2).

Smart Moves - The SMART (Skills Mastery and Resistance Training) Moves is a suite of targeted programs and a nationally acclaimed prevention program 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. (Supports Goal 2).

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 through dynamic sessions, highly participatory activities, field trips, and mentoring opportunities with adult women. (Supports Goal 2).

Passport to Manhood - The program gives young people practice in making healthy decisions related to their physical, cognitive, emotional, and social development. As they build and practice life skills for decision-making, conflict resolution and healthy relationships, youth learn the essential attitudes, values, and skills they need to become responsible adults. Passport to Manhood consists of 14 sessions, each of which concentrates on a specific aspect of manhood through highly interactive activities. Passport to Manhood represents a targeted effort to engage young men in discussion activities that reinforce positive behavior. (Supports Goal 2).

Leadership Programs

Youth of the Month - This program is designed to acknowledge and celebrate outstanding young individuals who have exhibited notable qualities. The criteria for selection may vary but commonly include factors such as academic performance, leadership skills, community service, extracurricular involvement, and overall positive impact on their peers and surroundings. The program is intended to not only recognize individual achievements but also to inspire and motivate other young people to strive for excellence in various aspects of their lives. (Supports Goal 2).

Torch Club - Torch Club is a small-group leadership and service club. It is a vehicle through which Club staff can help meet the special character development needs of younger adolescents at a critical stage in their development. Torch Club members learn to elect officers and work together to implement activities in four areas: service to the Club and community, education, health and fitness and social recreation. (Supports Goals 2).

Healthy Lifestyles Programs

Triple Play Body and Mind - Triple Play is a suite of three targeted programs intentionally written to build the skills, attitudes, knowledge, and behaviors essential to an overall healthy lifestyle. BGCA's comprehensive health and wellness initiative strives to improve the overall health of members by increasing their daily physical activity, teaching them good nutrition, and helping them develop healthy relationships. (Supports Goal 2).

Positive Sprouts - The Positive Sprouts gardening program is a comprehensive community gardening initiative (nutrition, wellness, and science), which strives to improve habits of health and nutrition through the process of growing food for themselves and cooking from the garden. (Supports Goal 2).

Enrichment Programs

Drama Matters – A drama education program. (Supports Goal 2).

National Photography Program - National Photography Program is designed to help Club members go beyond taking simple snapshots and develop the skills to produce photographs that can influence a viewer while simultaneously teaching skills they can use throughout their lives. (Supports Goal 2).

Art: Arts programs are grounded by evidence-based strategies that effectively drive engagement, retention, and skill-building among youth. These strategies include developing positive relationships with adult mentors, cultivating a culture of high expectations and respect for creative expression, providing physically and emotionally safe spaces for creative expression, and ensuring arts programming culminates in high-quality public events, experiences, and/or products. (Supports Goal 2).

Interest-based enrichments - Interest-based activities enable students to learn new skills and provide exposure to new areas of potential interest. Enrichment activities include, but are not limited to, dance, jewelry making, martial arts, sign language, and yoga. Enrichment activities are taught by instructors with significant knowledge or expertise in their respective fields. (Supports Goal 2).

In the event of School Closures - Alternative Program Delivery Methods: In the case of extended school closures across applicable school districts, Club programs will shift to an alternative programming model in an effort to avoid disruption to Club services. The designated program model may allow for on-site services for a reduced capacity or provide services in a virtual setting exclusively. Some possibilities for alternative programming include the following: On-Site at Reduced Capacity: BGCL will provide on-site programming services, at a limited capacity. Limited capacity programs will adhere to social distancing recommendations in order to serve students in a safe, healthy environment. Note: Club Academy services may not be an option for programs housed in-school buildings. Current members may be registered on a first-come, first-served basis. Virtual Programming: BGCL will provide online academic, enrichment, and parent engagement activities. Club programs may be offered via Zoom. Academic program activities will provide extended learning opportunities to students who need additional support during the typical school-day. Online tutors will be available to provide academic support to help students during designated academic program time, and by appointment. Enrichment activities may allow for social-emotional support, various arts programming, and continued family engagement. Members are required to sign-in for all online program activities. Parents/Guardians should also review the Acceptable Usage Policy. Cybersecurity/Student Privacy: Cybersecurity and student privacy will be ensured by following virtual programming guidance from BGCA. Guidance includes sending meeting invitations to parents/caregivers to limit the use, collection, and distribution of youth's 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.

C. Clear and Concise Rationale for Selection of BGCA Programs and Activities, how activities will Improve Student Academic Achievement, are Aligned with Georgia Standards of Excellence, Decrease Discipline Problems, Increase Daily Attendance, Increase Family Support for Student Learning, Measures of Effectiveness regarding Research and Evidence-Based Practices.

While many variables influence a young person's likelihood of success, two critical areas of focus for Boys & Girls Clubs are a love of learning and engagement with education. When youth love to learn and feel truly engaged in their own education, they are more likely to experience academic success. Our programs create opportunities for youth to fall in love with learning and connect their passions to a plan for the future. This approach is expected to improve academic achievement by fostering a genuine enthusiasm for learning and providing a meaningful connection between education and individual interests.

To successfully learn and work, youth need to build not only academic skills, but social-emotional skills. All BGCA programs are designed to build the academic and social-emotional skills that enable youth to become effective, engaged learners who are on track to graduate with a plan for the future. These skills are critical in everyday life and help an individual communicate effectively, work with others, and develop coping mechanisms to face challenging situations. With these skills, youth are able to manage their emotions, build meaningful relationships with others, and navigate social environments and interpersonal dynamics. Social-emotional skills also serve as protective factors against negative outcomes and are the nucleus of sustained engagement and positive behaviors in academics, arts and creativity, healthy decision-making, emotional wellness, and youth leadership. This comprehensive approach is anticipated to not only improve academic achievement but also contribute to decreased discipline problems and increased attendance by fostering a positive and purposeful educational environment.

We selected the proposed program activities because they align with the stated needs. Additionally, when implemented under the evidence-based Project Learn Framework and the Whole Child Model and by incorporating SED/SEB principles and proven family engagement strategies, the proposed programs will improve academic achievement, decrease discipline problems, increase daily attendance, and increase family support as evidenced in the research cited earlier.

Improving Family Engagement in Children's Education/Design of Services/Opportunities for Literacy/Educational Development/Activities to Build Collaborative Partnerships with Families: To enhance parental involvement in their children's education, we are committed to providing compelling and creative opportunities for parents to actively participate in their child's learning journey. For example, our enrichment services culminate in capstone events, serving as a showcase for students to demonstrate their acquired skills and knowledge. These events, such as a sign language spelling bee following the American Sign Language enrichment, serve as engaging platforms for parents to witness their child's educational achievements. Actively involving parents, we notify and strongly encourage their attendance at these events. Additionally, recognizing the importance of tailoring engagement activities, we plan to create diverse and appealing parent activities aligned with their interests, ensuring a meaningful and inclusive connection between parents, students, and our educational programs. These initiatives will be crafted to equip parents with the resources to bolster their child's academic success. In particular, one of the scheduled parent activities will concentrate on providing parents with essential tools for aiding their child with

homework and cultivating advocacy skills crucial for advocating for their child's educational achievements. The events will also provide opportunities for literacy/related educational development. For example, our parent events focus on a wide array of topics including literacy, computer proficiency sessions, financial management workshops, and nutrition classes. To build collaborative and interactive partnerships with families, we are introducing quarterly parent/after-school staff conferences, and facilitating direct interactions between parents, after-school staff, enrichment instructors, and tutors. These conferences offer a valuable opportunity for parents to discuss their child's progress, gain insights into the learning experience, and foster a collaborative approach to education. Further, because of the overwhelming response by parents for the need for developing and strengthening SED/SEB skillsets for their children, we have included them as part of our MOA with the BESSI Research Group to help parents with their skillset developments to help them guide their children.

How Program Activities are Connected to School District Improvement Plans: As stated in the needs assessment, Tadmore Elementary Club Success Academy (TECSA) programming will support the District's goals and objectives: 1) Decrease the student achievement gap by meeting the needs of diverse learners; 2) Meeting the social emotional needs of students to support academic growth.

The TECSA program goals are strategically aligned with the district's overarching objectives. In particular, the SA program will contribute to the achievement of the Hall County Public Schools District Goal #1 by offering tutorial instruction and evidence-based academic programming to students disproportionately impacted by learning loss, assisting in the narrowing of achievement gaps. Addressing Goal #2, the TECSA program will provide a comprehensive wrap-around social-emotional behavioral/social-emotional development initiative, fostering holistic development and supporting academic growth. This strategic alignment ensures that our TECSA program not only complements but actively supports the district's broader educational objectives.

The following items while alluded to here are more formally replied to and addressed in detail in the next - Goals Narrative Section - as a continuation of this section.

D.-G. Goals/Objectives/Target Population Activity Timeframe/Strategies: These items are outlined and addressed in detail in the Goal's Narrative Sections and again in the Goals Chart that follows that narrative. The required directional responses are as follows,
D. Goals: In both the following Goals designated Narrative Section and the Goals Chart Sections of this response, BGCL has identified (4) realistic and measurable goals, (1) more than the mandated minimum of (3) Goals. These Goals convey what BGCL will accomplish in our proposed 21st CCLC program. E. Objectives: Three of the (4) goals have more than the (2) required measurable objectives. The objectives are performance-based, challenging, innovative, and engaging. There is also a description of how they can/will be assessed throughout the program period. F. Target Population Activity Timeframe: Our target population has been identified as K-5th grade students attending the TECSA and we address the stated activities and how each activity will occur to address the identified needs of the target population and the timeframes that the activities will occur. G. Strategies: Following the goals, objectives, target population, activities, and timeframes, we have listed the strategies to be used and how those activities and strategies incorporate the Georgia Standards of Excellence and the Georgia After-school Youth Development Quality Programming Standards.

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Goals

Program Goals/Objectives/Activities/Timeframes: Tadmore Elementary School Club Success Academy's (TECSA) four program goals are directly aligned with the gaps and needs previously identified in the specific needs section. They are addressed both in this narrative and outlined in the Goals, Objectives, Tools, Activities, and Timeframe Table. We have defined at least one goal that addresses each of the mandated categories of 1) Student Academic Achievement, 2) Youth Development, and 3) Family Engagement. For this application, we have included (1) an additional goal: 4) Staff Development/Enrichment. Each goal has a minimum of (2) measurable objectives. Our goals and objectives are realistic and reasonable, yet challenging, achievable, measurable, performance-based, and can be assessed throughout the program year. The duties, responsibilities, and expectations of BGCL's staff are structured to ensure that our FY-25 21st CCLC Success Academy Program achieves the goals outlined in our program plan. Our program activities, methods of measure, and timeline will be organized to directly meet the needs of the proposed targeted students.

The foundational elements of our program, including basic academics, enrichments, tutorials, and the Boys & Girls Clubs of America (BGCA) curriculum focused on leadership, healthy lifestyles, and social-emotional learning, are meticulously crafted based on extensive research and evidence. These components align seamlessly with the Georgia Standards of Excellence (GSE) and the approved curriculum of partner schools, ensuring a cohesive and effective educational experience for our participants. Every activity and timeline is informed by research or evaluation, validating their efficacy in enhancing student performance. Our goals and objectives are accompanied by comprehensive and detailed strategies to ensure their successful realization.

Goal # 1: Student Academic Achievement: TECSA students will improve their Academic Performances and Achievements. Our measurable objectives include Objective # 1: 60% of regularly participating students (attending a minimum of 3 days weekly) will improve their ELA/reading grade from the first quarter to the third quarter of the academic year; Objective # 2: 60% of regularly participating students (attending a minimum of 3 days weekly) will improve their mathematics grades from the first quarter to the third quarter of the academic year; Objective # 3: 65% of regularly participating students (attending a minimum of 3 days weekly) will spend a minimum of 90 minutes per week receiving support with homework to ensure successful completion during the academic year . Objectives 1 and 2 will be measured by report card grades. Objective 3 will be measured by BGCL programmatic records.

Activities and Timeframes for Goal #1: Objective 1 includes providing an academic program (Power Hour/Homework Help) 5 days per week during the school year, the provision of English/Language Arts/Reading-focused tutors 2 days per week year-round and providing an academic program (Summer Brain Gain) 4 days per week on a rotating schedule during the summer. Objective 2 includes providing an academic program (Power Hour/Homework Help) 5 days per week during the school year, the provision of Math-focused tutors 2 days per week year-round, providing an academic program (DIY STEM) 1 day per week during the school year and 4 days per week on a rotating schedule during the summer, and providing an academic program (Summer Brain Gain) 4 days per week on a rotating schedule during the summer. Objective 3 includes providing an academic program (Power Hour/Homework Help program) 5 days per week during the school year.

1. Strategies – Power Hour/Homework Help provides resource-rich environments and introduces activities that build on what youth learn in school. The program provides time, a place, and support from qualified instructors in helping youth complete homework and develop the confidence necessary to increase academic achievement. In addition, participants will have daily access to technology for online assistance tools. This approach corresponds with the GSE in English Language Arts - Writing by guiding students in creating articulate and well-organized written assignments, ensuring their development, organization, and style are suitable for the given task, purpose, and audience. 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).

2. Strategies – Tutorial services will be provided to students in the core subjects of English Language Arts/Reading and Math. Materials presented to students will be based on individual needs reflective of their school-day benchmark assessments and GMAS scores in ELA/reading, math, and similar subjects such as Algebra and American Literature. Additionally, tutorials will be aligned with the school-based curriculum maps. The tutoring strategy involves personalized guidance and support to help learners grasp concepts, enhance skills, and achieve academic goals, actively engaging students through interactive activities, providing constructive feedback, and collaboratively setting goals. Test prep services will also be provided for SAT/ACT. This strategy aligns with the GSE in Math and English Language Arts - Craft and Structure by helping students develop skills and strategies needed to succeed in mathematics and by helping students determine the meaning of words and phrases as they are used in a text. Research: According to the California Research Bureau, California State Library, "Tutoring was particularly beneficial among youth from disadvantaged backgrounds, with learners showing greater than average gains in reading and math achievement and less absenteeism than nonparticipating counterparts".

3. Strategies – Academic enrichment programs, such as Summer Brain Gain and DIY STEM, provide students with a specialized curriculum to strengthen foundational skills in reading and math. These programs incorporate interactive activities that make learning enjoyable and integrate reading and math skills in practical contexts. For example, DIY STEM provides socially engaging, team-building activities that combine everyday life with science and mathematics to add dimension and understanding to these subjects. By implementing these strategies, we can create a supportive and effective learning environment, leading to improved reading and math scores for participating students. This strategy aligns with the GSE Math standard by helping students develop skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration. Research: According to a study of after-school programs by the U.S. Department of Education and U.S. Department of Justice, Working for Youth and Families, teachers said that one-third of participating youth developed a greater interest in recreational reading and earned better grades. According to Midcontinent Research for Education and Learning researchers, 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.)

Goal # 2: Youth Development: TECSA students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills/Capacities including (5) core and (32) subset Social, Emotional, Behavioral (SEB) Skills, Health/Wellness Knowledge/Habits, and Physical Fitness Participation. Previous research has shown that SEB Skills typically decline from childhood to adolescence, and we will aim to slow, stop, or reverse these declines. Our measurable objectives include Objective # 1: 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Time-Management Skills/Capacities by (1) or more subset skills; Objective # 2: 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Social Engagement Skills/Capacities by (1) or more subset skills; Objective # 3: 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Cooperation Skills/Capacities by (1) or more subset skills; Objective # 4: 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Emotional Resilience Skills/Capacities by (1) or more subset skills; Objective # 5: 40% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Innovation Skills/Capacities by (1) or more subset skills; Objective # 6: 40% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Compound Skills/Capacities by (1) or more subset skills; Objective # 7: 65% of regularly participating students (attending a minimum of 3 days weekly) will maintain or demonstrate improvement in class attendance and behavior; and Objective # 8: 65% of regularly participating students (attending a minimum of 3 days weekly) will maintain or demonstrate improvement in health/wellness decisions and physical fitness participation. Objectives 1 – 6 will be measured by the Behavioral, Emotional, Social Skills Inventory (BESSI) pre/post self and observation assessment surveys. Objective 7 will be measured by report cards and GCPSS/school discipline records. Objective 8 will be measured by BGCA pre/post-tests.

Activities and Timeframes for Goal #2: Objectives 1, 3, and 4 include providing Social Emotional Development/Social Emotional Behavioral (SED/SEB) programs (Triple Play Soul, the Smart programs, and Passport 2 Manhood) 2 days per week on a rotating basis during the school year and 4 days per week on a rotational basis during the summer, leadership programs (Youth of the Month and Torch Club) 2 days per week on a rotating basis during the school year and 4 days per week on a rotating basis during the summer, and meetings between BGCL leadership and the BESSI Research Group (to plan and develop additional SED/SEB programs) that will occur twice annually. Objectives 2, 5, and 6 include the same activities and timeframes as Objectives 1, 3, and 4 with an additional activity – providing enrichment programs (Drama Matters, Photography, and Art) 1 day per week on a rotational basis during the school year and 4 days per week on a rotational basis during the summer. Objective 7 includes providing SED/SEB programs (Triple Play Soul, the Smart programs, and Passport 2 Manhood) 2 days per week on a rotating basis during the school year and 4 days per week on a rotational basis during the summer, and leadership programs (Youth of the Month and Torch Club) 2 days per week on a rotating basis during the school year and 4 days per week on a rotating basis during the summer. Objective 8 includes providing healthy lifestyle programs (Triple Play Body and Mind and Positive Sprouts) 4 days per week on a rotational basis year-round.

1. Strategies – While SED/SEB programs have a primary focus, the skills associated with SED/SEB are integrated into all programs including leadership, healthy lifestyles, and enrichment programs. These programs are designed to help students improve self-awareness, identify emotions, effectively collaborate, make good decisions, manage stress, resolve conflicts, control impulses, and develop healthy relationships and critical thinking skills. Additionally, programs encourage social awareness, teaching empathy and understanding of others' perspectives. Collaboration and communication skills are honed through activities that emphasize teamwork and effective interaction. Conflict resolution techniques are often integrated, empowering students to navigate interpersonal challenges constructively. Furthermore, mindfulness and stress-management practices are commonly incorporated to enhance emotional regulation. The curriculum and the instruction help make programs emotionally and socially comfortable. The staff will exemplify and demonstrate these skills to the students, serving as positive role models to showcase the effective application of the identified skills in various contexts and scenarios. This modeling process aims to provide practical examples and instill a deeper understanding of how to utilize the skills in real-life situations, fostering a conducive learning environment. By implementing these multifaceted strategies, programs aim to create a positive and supportive environment that nurtures students' social and emotional development and leads to improved attendance and behavior. Additionally, programs such as Triple Play Mind and Body and Positive Sprouts teach students to develop daily physical activity and good nutrition. Enrichment programs like Drama Matters, Photography, and Art foster social-emotional learning in kids by providing outlets for emotional expression, promoting collaboration, and enhancing self-confidence. These creative activities also contribute to empathy, problem-solving skills, resilience, cultural awareness, and emotional regulation. Furthermore, staff will also be trained to implement Positive Behavioral Interventions and Support with intrinsic progress monitoring activities to evaluate the effectiveness of behavioral interventions, ensuring a comprehensive approach to support positive behavior in the learning environment. This strategy aligns with the GSE Health standard by helping students develop the ability to practice health-enhancing behaviors and avoid or reduce health risks. 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”.

2. Strategies – The programs designed and developed by the BESSI Research Group in coordination with BGCL during the first year of funding will assist students in identifying, learning, and developing time-management, social engagement, cooperation, emotional resilience, innovation, and compound skills. To cultivate these skills, staff will implement structured time-management exercises, planners, and goal-setting activities that equip students with organizational skills. Cooperative learning experiences, group projects, and team-building exercises will foster collaboration and communication, promoting effective cooperation. Incorporating mindfulness practices and self-reflection activities will help students build emotional resilience and navigate challenges. Staff will encourage a culture of innovation by involving problem-solving tasks, creative projects, and exposure to real-world applications of knowledge. Programs will involve community service projects, leadership opportunities, and inclusive activities that nurture empathy and effective communication to help students with social engagement skills. Additionally, staff will model these

skills and behaviors. By incorporating these strategies, the programs will create a holistic learning environment that supports academic growth and equips students with the interpersonal and emotional competencies necessary for success in various aspects of life. This strategy aligns with the GSE Health standard by helping students develop the ability to use interpersonal communication skills to enhance health. Research: In a study of 897 students regarding how SEB skills relate to outcomes in youth, Soto, Napolitano, Sewell, Yoon, and Roberts (2022) found that SEB skills predict consequential outcomes during youth. SEB skills are essential for youths' health, happiness, social connection, and success.

Goal # 3: Family Engagement: TECSA parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in the social and emotional development/behavior skills enhancement. The measurable objectives include Objective # 1: 50% of the parents/guardians will participate in at least two-family literacy/education activities; Objective # 2: 50% of the parents/guardians will maintain or demonstrate increased involvement and communication with their child's after-school staff; Objective # 3: 100% of parents (attending parent events) will be informed/educated about the (5) core and (32) subset SED/SEB skills; and Objective # 4: 100% of parents (attending parent events) will be encouraged and offered the opportunity to take social-emotional-behavioral pre/post-tests. Objective 1 will be measured by class sign-in sheets. Objective 2 will be measured by sign-in sheets for parent events/workshops, attendance at parent conferences with after-school staff, and communication logs maintained by the Parent Coordinator. Objectives 3 and 4 will be measured by class sign-in sheets.

Activities and Timeframes for Goal #3: Objectives 1 and 2 include offering (1) parent workshop focused on topics relating to literacy/education once per month. Additionally, objective 2 also includes offering (1) family/parent events quarterly, scheduling (1) parent-After-School teacher conferences quarterly, and the Parent Coordinator will be responsible for establishing and maintaining contact with parents monthly. Objective 3 includes introducing parents to the BESSI framework and the importance of SED/SEB skills at parent workshops and/or family events. This will occur twice annually. Objective 4 includes encouraging parents to take the BESSI tests at parent workshops and/or family events. This will occur twice annually.

1. Strategies – Parent workshops will provide literacy/educational information and will be available in evening Club hours. Furthermore, skilled professionals will incorporate and instruct on diverse topics, including financial planning, technology assistance, nutrition, supporting children with homework, advocating for your child's education, and delivering the Systematic Training for Effective Parenting (STEP) parenting curriculum. Financial Planning will include topics such as debt reduction, long and short-term planning, retirement plans, budgets, and insurance needs. Nutrition classes will provide parents with the knowledge they need to model healthy eating habits at home. Technology training will include assistance with Microsoft Office and internet usage. English and Spanish Curricula will be utilized for parents interested in strengthening their language skills. Other student activities or daycare will be provided for those families having the opportunity to take part in the educational programs. Additionally, we will provide resources, such as tip sheets and educational materials, on topics like effective parenting strategies, homework support, and the benefits of extracurricular activities that enhance parents' understanding and involvement. To effectively educate parents of after-school program students, implementing a comprehensive communication and engagement strategy is crucial. Establishing an open line of communication through parent-staff conferences or informal meet-and-greet sessions allows for personalized discussions. Parent Coordinators will maintain meaningful contact with parents on an ongoing basis. This aligns with the technology to support 21st century learning framework, as detailed in the GSE Competency and Academic Standards Exchange, by providing digital life skills training. Research: When parents become involved at school by, for example, attending events such as open houses or volunteering in the classroom, they build social networks that can provide useful information, connections to school personnel (e.g., teachers), or strategies for enhancing children's achievement (American Psychological Review, 2019).

2. Strategies – Family/Parent events with various themes will be utilized to increase parental involvement and strengthen the bond between parent and child and parent and after-school staff. The provided activities will be crafted to involve both parents and children collaboratively participating in enjoyable projects, creating opportunities for parents to actively participate in their child's learning experiences. Additionally, seeking input from parents on event preferences and scheduling to accommodate diverse family needs enhances inclusivity. This strategy aligns with the Georgia After-school and Youth Development Standards (ASYD) of family and community partnerships by soliciting and incorporating the input of families and caregivers in decision-making. Research: When parents are involved in their children's schooling, students show higher academic achievement, school engagement, and motivation (American Psychological Review, 2019).

3. Strategies – Provide language-appropriate [English and Spanish] information about and copies of the (5) core and (32) the social, emotional, and behavioral (SED/SEB) skillsets and subset skills. We will work with the BESSI Research Group to plan BESSI training and activity development. Staff will learn how to explain the BESSI graph, implement activities approved by the group, complete pre/post-tests, and support parents in reaching an understanding of the importance of learning and incorporating SED/SEB skills in their lives to help improve outcomes for both their children and themselves. This aligns with the International Society for Technology in Education framework, as detailed in the GSE Competency and Academic Standards Exchange, by empowering parents to model and promote continuous learning for themselves and others. Research: The Harvard Graduate School of Education explains schools and families need to collaborate to build Social-Emotional Learning (SEL) competencies in children. The best practice is to create opportunities for families to learn more about SEL at family engagement events.

4. Strategies – Encouraging parents to participate in the BESSI pre/post-tests is a deliberate strategy aimed at fostering awareness of their social-emotional competencies. The goal is to empower parents with insights into their strengths and areas for improvement in the realm of social-emotional skills. By gaining a deeper understanding of their capabilities, parents can proactively address any areas they identify as needing enhancement. This heightened self-awareness positions parents to provide more effective support to their children, as they can model and impart valuable social-emotional skills based on their own experiences and growth. In essence, the strategy aims to create a ripple effect, promoting positive social-emotional development within both parents and their children through a shared journey of self-discovery and improvement. This aligns with the International Society for Technology in Education framework, as detailed in the GSE Competency and Academic

Standards Exchange, by empowering parents to model and promote continuous learning for themselves and others. Research: Learning proper social and emotional skills begins in the home from infancy, and parents enjoy a unique opportunity to set a solid foundation for their students (Noah Webster Educational Foundation).

Goal # 4: Staff Development/Enrichment: BGCL leadership, management, and Club site staff will improve their knowledge, understanding, and transfer/delivery of (5) Core and (32) subset social, emotional, development/behavioral SED/SEB skills. Our measurable objectives include Objective # 1: 100% of Club staff will be informed/educated in SED/SEB core domain and subset skills; Objective # 2: 75% of staff will maintain or demonstrate growth in SED/SEB core and subset skills; Objective 1 will be measured by BGCL staff surveys; Objective 2 will be measured by the BESSI pre/post-tests.

Activities and Timeframes for Goal #4: Objective 1 includes the BESSI Research Group working with BGCL's key leadership/Club staff twice annually to select self/observational BESSI pre-test assessments for staff, students, and parent participants to establish a baseline for each group participant; to identify and develop and activities to guide staff in working with students. Objective 2 includes key Club staff informing and providing BESSI training to all Club staff members. All staff members will take the BESSI pre/post-tests three times each school year.

1. Strategies - One primary focus of the staff development program will be the strategic and specific delivery of high-quality social-emotional programs and activities that when combined with other fun and enriching health and physical fitness options, help students develop a holistic approach to life and wellness. After-school program staff plays a pivotal role in fostering the social-emotional development of students, and they need to know and practice what they are teaching in this domain. To guarantee the social-emotional proficiency of our staff, we have devised a multifaceted strategy. Continuous training sessions will be provided to keep staff abreast of the latest social-emotional principles and methodologies. Regular staff meetings will incorporate dedicated discussions on social-emotional-behavioral skills, creating a forum for sharing insights and experiences. Furthermore, as part of our commitment to staff development, we will implement the use of BESSI tests, allowing staff to assess their own social-emotional competencies. By engaging in self-assessment, staff members gain a nuanced understanding of their strengths and areas for improvement, fostering a culture of continuous learning and personal growth. This holistic approach ensures that our staff not only have the knowledge but also the self-awareness and practical skills needed to effectively implement social-emotional principles in their interactions with students and contribute to a positive and nurturing after-school environment. This aligns with the International Society for Technology in Education framework, as detailed in the GSE Competency and Academic Standards Exchange, by empowering staff to model and promote continuous learning for themselves and others. Research: Social, emotional, and behavioral skills denote people's capacity to build and maintain social relationships, regulate emotions, and manage goal- and learning-directed behaviors (Abrahams et al. 2019; Schoon 2021; Soto et al. 2022).

2. Strategies - The BESSI Research Group will be a new program training opportunity. As per our MOA, working with this team of professionals, we anticipate that the first program year will be dedicated to establishing staff, student, and parent experiential and control groups, creating confidential numerical identifiers, year-one BESSI pre-testing to establish baselines, year-one joint planning phase to design and develop social, emotional, development, and behavioral material, tools, and activities that will be used to train staff and volunteers how to teach purposeful SED/SEB development skills to students and parents, finalize year-one professional development planning/teaching process and submit a copy to evaluator and funder, begin implementation process beginning year-two, and ensure pre/post-tests are completed and compared annually for years 2-5. The group will help our staff and parents identify and strengthen their ability to guide, teach, and transfer these essential (5) core and (32) subset SED/SEB skills knowledge along with the ability to help youth improve their own SED/SEB skills development. BESSI offers pre/post-testing and evaluation, which will assist with determining future youth development training needs. This aligns with the International Society for Technology in Education framework, as detailed in the GSE Competency and Academic Standards Exchange, by empowering staff to continually improve their practice by learning from and with others and exploring proven and promising practices. Research: SEB skills, variously measured, predict educational achievement and attainment, job performance, well-being, health, and other consequential life outcomes—often above and beyond intelligence, which is traditionally seen as the major driver of many aspects of life success (e.g., Brandt et al. 2020; Napolitano et al. 2021; OECD 2015; Spengler et al. 2015).

All of our above-stated strategies for our goals and objectives are research-based and proven effective. They are designed to align with the GSE. Alignment includes but is not limited to – English Language Arts (Reading Literacy, Reading Informational, Writing, Speaking, and Listening, and Language), Mathematics, Health, Physical Education, Science, and Fine Arts (Dance, Theatre, Music, and Visual Arts).– See https://case.georgiastandards.org/ for a listing of all standards. Additionally, our goals related to parent involvement and staff development incorporate the additional national learning standards outlined in the GSE Competency and Academic Standards Exchange. Further, our after-school programs and agency operation incorporate the Georgia ASYD Quality Programming Standards including Quality Elements 1 – Programming and Youth Development, Element 2 – Linkages with the School-Day, Element 3 - Environment and Climate. Element 4 – Relationships, Element 5 – Health & Well-Being, Element 6 – Staffing & Professional Development, Element 7 – Organizational Practices, Element 8 – Evaluation & Outcomes, and Element 9 – Family & Community Partnerships. As well as specifically, program alliance with Georgia's ASYD. Those Georgia standards include but are not limited to 1.1 Promotes a strength-based approach to programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive. 1.2 Offers project-based, experiential, and hands-on activities. 1.3 Ensures that youth experience a balance of group sizes across the program day. 1.4 Provides activities that feature an array of instructional approaches. 1.5 Offers access to materials that effectively support program activities and meet staff and youth needs. 1.6 Solicits and incorporates youth voices in the planning, development & implementation of programming. 1.7 Integrates opportunities that foster responsibility, autonomy, and leadership throughout the program. 1.8 Includes opportunities for reflection and promotes critical thinking and problem-solving skills. 1.9 Includes opportunities for youth to build life skills. 1.10 Promotes self-competence and teaches youth responsible decision-making. 1.11 Incorporates opportunities for youth to gain competency in STEAM (science, technology, engineering, arts, and mathematics) and music. 1.12 Ensures that programming is culturally appropriate and linguistically sensitive. 1.13 Provides opportunities for college, career readiness, vocational preparation, and workforce development. And 1.14 Includes opportunities for

youth to engage in international education and gain global competency. See: GA ASYD (georgiaasyd.org).
Program Name: Tadmore Success Academy

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) TECSA students will improve their Academic Performances and Achievements.	1.1) 60% of regularly participating students (attending a minimum of 3 days weekly) will improve their ELA/reading grade from the first quarter to the third quarter of the academic year. 1.2) 60% of regularly participating students (attending a minimum of 3 days weekly) will improve their mathematics grades from the first quarter to the third quarter of the academic year. 1.3) 65% of regularly participating students (attending a minimum of 3 days weekly) will spend a minimum of 90 minutes per week receiving support with homework to ensure successful completion during the academic year.	1.1) Report card grades. 1.2) Report card grades 1.3) BGCL programmatic records.	1.1.1) Academic Program - Power Hour/Homework Help 1.1.2) English Language Arts/Reading Focused Tutoring 1.1.3) Academic Programs - Summer Brain Gain 1.2.1) Academic Program - Power Hour/Homework Help 1.2.2) Math-Focused Tutoring 1.2.3) Academic Program – DIY STEM 1.2.4) Academic Program - Summer Brain Gain 1.3.1) Academic Program - Power Hour/Homework Help	1.1.1) 5 days per wk. thru-out school year 1.1.2) 2 days per wk. year-round 1.1.3) 4 days per wk. rotational in summer 1.2.1) 5 days per wk. thru-out school year 1.2.2) 2 days per wk. year-round 1.2.3) 1 day per week thru-out school year; 4 days per wk. rotational in summer 1.2.4) 4 days per wk. rotational in summer 1.3.1) 5 days per wk. thru-out school year
2) TECSA students will learn about, understand, expand, and enrich their age/grade appropriate Youth Development Skills/Capacities including (5) core and (32) subset Social, Emotional, Behavioral (SEB) Skills, Health/Wellness Knowledge/Habits, and Physical Fitness Participation.	2.1) 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Time Management Skills/Capacities by 1 or more subset skills. 2.2) 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Social Engagement Skills/Capacities by 1 or more subset skills. 2.3) 50% of regularly participating students (attending a minimum of 3 days weekly) will	2.1) BESSI Pre/Post Self and Observation assessment surveys. 2.2) BESSI Pre/Post Self and Observation assessment surveys. 2.3) BESSI Pre/Post Self and Observation assessment surveys. 2.4) BESSI Pre/Post Self and Observation assessment surveys. 2.5) BESSI Pre/Post Self and Observation assessment surveys. 2.6) BESSI Pre/Post Self and Observation assessment surveys. 2.7) Report cards and district/school discipline records.	2.1.1) SED/SEB Programs - Triple Play Soul, Smart Programs, Passport 2 Manhood. 2.1.2) Leadership Programs - Youth of the Month, Torch Club 2.1.3) Year One Joint BGCL & BESSI Research Group: Program Development Meetings 2.2.1) SED/SEB Programs - Triple Play Soul, Smart Programs, Passport 2 Manhood. 2.2.2) Leadership Programs - Youth of the Month, Torch Club 2.2.3) Enrichment Programs - Drama Matters, Photography, Art 2.2.4) Year One Joint BGCL & BESSI Research Group: Program Development Meetings 2.3.1) SED/SEB Programs - Triple	2.1.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.1.2) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.1.3) Twice annually 2.2.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.2.2) 2 days per wk. rotational

		maintain or improve their age/grade appropriate Cooperation Skills/Capacities by 1 or more subset skills. 2.4) 50% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Emotional Resilience Skills/Capacities by 1 or more subset skills. 2.5) 40% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Innovation Skills/Capacities by 1 or more subset skills. 2.6) 40% of regularly participating students (attending a minimum of 3 days weekly) will maintain or improve their age/grade-appropriate Compound Skills/Capacities by 1 or more subset skills. 2.7) 65% of regularly participating students (attending a minimum of 3 days weekly) will maintain or demonstrate improvement in class attendance and behavior. 2.8) 65% of regularly participating students (attending a minimum of 3 days weekly) will maintain or demonstrate improvement in health/wellness decisions and physical fitness participation.	2.8) BGCA curriculum pre/post-tests.	Play Soul, Smart Programs, Passport 2 Manhood 2.3.2) Leadership Programs - Youth of the Month, Torch Club 2.3.3) Year One Joint BGCL & BESSI Research Group: Program Development Meetings 2.4.1) SED/SEB Programs - Triple Play Soul, Smart Programs, Passport 2 Manhood. 2.4.2) Leadership Programs - Youth of the Month, Torch Club 2.4.3) Year One Joint BGCL & BESSI Research Group: Program Development Meetings 2.5.1) SED/SEB Programs - Triple Play Soul, Smart Programs, Passport 2 Manhood. 2.5.2) Leadership Programs - Youth of the Month, Torch Club 2.5.3) Enrichment Programs - Drama Matters, Photography, Art 2.5.4) Year One Joint BGCL & BESSI Research Group: Program Development Meetings 2.6.1) SED/SEB Programs - Triple Play Soul, Smart Programs, Passport 2 Manhood. 2.6.2) Leadership Programs - Youth of the Month, Torch Club 2.6.3) Enrichment Programs - Drama Matters, Photography, Art 2.6.4) Year One Joint BGCL & BESSI Research Group: Program Development Meetings 2.7.1) SED/SEB Programs - Triple Play Soul, Smart Programs, Passport 2 Manhood. 2.7.2) Leadership Programs - Youth of the Month, Torch Club 2.8.1) Healthy Lifestyles Programs - Triple Play Body, Triple Play Mind, Positive Sprouts	during school yr; 4 days per wk. rotational in summer 2.2.3) 1 day per wk. rotational during school yr; 4 days per wk. rotational in summer 2.2.4) Twice annually 2.3.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.3.2) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.3.3) Twice annually 2.4.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.4.2) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.4.3) Twice annually 2.5.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.5.2) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.5.3) 1 day per wk. rotational

				during school yr; 4 days per wk. rotational in summer 2.5.4) Twice annually 2.6.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.6.2) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.6.3) 1 day per wk. rotational during school yr; 4 days per wk. rotational in summer 2.6.4) Twice annually 2.7.1) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.7.2) 2 days per wk. rotational during school yr; 4 days per wk. rotational in summer 2.8.1) 4 days per wk. rotational thru-out yr.
3) TECSA parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in the social-emotional development/behavioral SED/SEB skills enhancement.	3.1) 50% of the parents/guardians will participate in at least two-family literacy/education activities. 3.2) 50% of the parents/guardians will maintain or demonstrate increased involvement and communication with their child's after-school staff. 3.3) 100% of parents (attending parent events) will be informed/educated	3.1) Class sign-in sheets 3.2) Sign-in sheets for parent workshops/parent events, attendance at parent conferences with afterschool staff, and communication logs. 3.3) Class Sign-in sheets. 3.4) Class Sign-in sheets.	3.1.1) Parent workshops will be based on a topic i.e. Financial Planning, Literacy, Homework Assistance, etc. 3.2.1) Parent workshops will be based on a topic i.e. Financial Planning, Literacy, Homework Assistance, etc. 3.2.2) Parent/Family Events 3.2.3) Parent/Afterschool staff conference 3.2.4) Parent Coordinator will establish and	3.1.1) Monthly 3.2.1) Monthly 3.2.2) Quarterly 3.2.3) Quarterly 3.2.4) Monthly 3.3.1) Twice annually 3.4.1) Twice annually

	about the (5) core and (32) subset SED/SEB skills. 3.4) 100% of parents (attending parent events) will be encouraged and offered the opportunity to take social emotional behavioral pre/posttests.		maintain contact with parents/caregivers 3.3.1) At parent workshops and/or parent events, staff will introduce parents to BESSI, send copies of the graphic home to help parents/guardians understand the importance of SEB skills 3.4.1) At parent workshops and/or family events, staff will encourage parents to take BESSI pre/post-tests.	
4) BGCL leadership, management, and Club site staff will improve their knowledge, understanding, and transfer/delivery of (5) core domain and (32) subset social, and emotional development/behavioral SED/SEB skills.	4.1) 100% of staff will be informed/educated on essential SED/SEB skills. 4.2) 75% of frontline club staff will maintain or demonstrate growth in SED/SEB core and subset skills.	4.1) BGCL staff surveys 4.2) BESSI pre/posttests	4.1.1) Administration and key staff will participate in the instructional/training sessions offered by the BESSI Research Group. 4.2.1) Key staff will offer SED/SEB instructional/training to all Club staff.	4.1.1) Twice annually 4.2.1) Twice annually

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

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) TECSA students will improve their Academic Performances and Achievements.
Alternative Program Plan: In the case of extended school closures across applicable school districts, Club programs will shift to an alternative programming model in an effort to avoid a disruption to Club services. The designated program model may allow for on-site services for a reduced capacity or provide services in a virtual setting exclusively. Some possibilities for alternative programming include the following:

On-Site at Reduced Capacity- Club Academy: BGCL will provide on-site program services, at a limited capacity. Limited capacity programs will adhere to social distancing recommendations in order to serve students in a safe, healthy environment. Note: Club Academy services may not be an option for programs housed in school buildings. Current members may be registered on a first-come, first-served basis.

Virtual Programming: If required, BGCL will offer and provide online academic, enrichment, and parent engagement activities. Club programs may be offered 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. Academic program activities will provide extended learning opportunities to students who need additional support during the typical school day. Online tutors will be available to provide academic support to help students during designated academic program time, and by appointment. Enrichment activities may allow for social-emotional behavioral support, various arts programming, and continued family engagement. Members are required to sign in for all online program activities. Parents/Guardians must review/approve the Acceptable Usage Policy.

Cybersecurity/Student Privacy: 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's 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.

2) TECSA students will learn about, understand, expand, and enrich their age/grade appropriate Youth Development Skills/Capacities including (5) core and (32) subset Social, Emotional, Behavioral (SEB) Skills, Health/Wellness Knowledge/Habits, and Physical Fitness Participation.
Alternative Program Plan: In the case of extended school closures across applicable school districts, Club programs will shift to an alternative programming model in an effort to avoid a disruption to Club services. The designated program model may allow for on-site services for a reduced capacity or provide services in a virtual setting exclusively. Some possibilities for alternative programming include the following:

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Virtual Programming: If required, BGCL will offer and provide online academic, enrichment, and parent engagement activities. Club programs may be offered 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. Academic program activities will provide extended learning opportunities to students who need additional support during the typical school day. Online tutors will be available to provide academic support to help students during designated academic program time, and by appointment. Enrichment activities may allow for social-emotional behavioral support, various arts programming, and continued family engagement. Members are required to sign in for all online program activities. Parents/Guardians must review/approve the Acceptable Usage Policy.

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3) TECSA parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in the social-emotional development/behavioral SED/SEB skills enhancement.
Alternative Program Plan: In the case of extended school closures across applicable school districts, Club programs will shift to an alternative programming model in an effort to avoid a disruption of Club services. The designated program model may allow for on-site services for a reduced capacity or provide services in a virtual setting exclusively. Some planned possibilities for alternative programming may include the following:

On-Site at Reduced Capacity- Club Academy: BGCL will provide on-site program services, at a limited capacity. Limited capacity programs will adhere to social distancing recommendations in order to serve parents in a safe, healthy environment. Note: Club Academy services may not be an option for programs housed in school buildings. Current members' parents may be registered on a first-come, first-served basis.

Virtual Programming: If required, BGCL will offer and provide online academic, enrichment, and parent engagement/support activities. Club programs may be offered virtual programming using Zoom as the preferred method of delivery for the same time frames as in-person activities. Parents/guardians of 21st CCLC participants will utilize Zoom as an alternate program delivery method when necessary. Program engagement support activities will provide extended learning opportunities to parents. Parent Coordinator/other assigned staff will be available to provide support for parents seeking assistance. Some family support enrichment activities may allow for social, emotional, and behavioral skills development and recommendations for continued family engagement. Parents will be required to sign in for all online program activities. Parents/Guardians must review/approve the Acceptable Usage Policy.

Cybersecurity/Student Privacy: Cybersecurity and student/family privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. Guidance includes sending meeting invitations to parents/caregivers to address parent needs. Staff will disable participant recording and screen sharing. At the end of each session, program staff will save the chat log.

4) BGCL leadership, management, and Club site staff will improve their knowledge, understanding, and transfer/delivery of (5) core domain and (32) subset social, and emotional development/behavioral SED/SEB skills.
Alternative Program Plan: In the case of extended school closures across applicable school districts, Club programs will shift to an alternative programming model in an effort to avoid a disruption of Club services. The designated program model may allow for on-site services for a reduced capacity or provide services in a virtual setting exclusively. Some planned possibilities for alternative programming may include the following:

On-Site at Reduced Capacity- Club Academy: BGCL will assign staff and volunteers as needed to provide on-site program services, at a limited capacity. Limited capacity programs will adhere to social distancing recommendations in order to serve students/parents in a safe, healthy environment. Note: Club Academy services may not be an option for programs housed in school buildings. Current members' parents may be registered on a first-come, first-served basis.

Virtual Programming: BGCL offers comprehensive online Professional Staff Development training for all staff throughout the year via our membership status with Boys and Clubs of America and that training process will continue.

Cybersecurity/Student Privacy: Cybersecurity and staff/volunteer privacy will be ensured by following virtual programming guidance from Boys & Girls Clubs of America. BGCA already offers cyber privacy in its BGCA.net online training and protective policy and procedure are already outlined in the use agreement.

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.

Definitive Days/Hours Student/Family Operation Times: As a joint FY-25 21st CCLC applicant with The Hall County Public Schools, the BGCL TECSA will serve (90) K-5th grade students during the school year 90 K-5th grade and rising 6th grade students during the summer, including (90) attending Tadmore Elementary School. BGCL has outlined (4) clear TECSA goals and objectives that address and exhibit the required quality contact time in this application. The goals are outlined and detailed in the goals and objectives in Section 3.3.1 Program Plan and Implementation - Program Goals and Measurable Objectives. Based on those goals and objectives, we will operate our 21st CCLC program Monday through Friday offering (15) hours per week (2:30 pm-5:30 pm) for (180) days during the regular school year's daily schedule for a total of (540) hours. The summer program will operate for (7) hours a day, (5) days a week for (35) hours per week for (28) days from (9 am-4 pm) for a total of (196) hours for the summer program. BGCL's annual quality adult/student contact time is (736) hours, roughly (67) hours a month for 11 months. Students will engage in a multitude of academic and enrichment activities during the summer as identified in the attached Success Academy calendars to reduce the summer learning-loss.

Direct Quality Contact Time: Youth who develop a sustained trust-based relationship with a caring non-parental adult demonstrate improvements in social, emotional, and behavioral domains (Hamre & Pianta, 2001). Additionally, meaningful relationships are a powerful factor in promoting resilience for students with risk factors (Laursen, 2002) and can promote improved academic achievement outcomes. In a review of effective after-school program practices, Beck (1999) highlighted six factors that promote effectiveness in after-school programing that includes volunteers, mentoring, structure, support for academic achievement, cultural consistency, reliable adult participation, child-centered leadership, and program safety.

BGCL provides a safe and nurturing environment for children to learn and grow. Our staff, mentors, volunteers, and tutors play a crucial role in the success of our after-school programs by providing mentorship, academic support, and positive role models for the children we serve. Volunteers and tutors can help children develop important life skills such as communication, teamwork, and leadership. While these adults help children and youth with their homework and provide academic support through a variety of BGCA programs; the quality contact is undeniably based on the opportunity for youth to develop sustained and trust-based relationships with a caring non-parental adult and within the foundation of those relationships they demonstrate improvements in social, emotional, and behavioral domains.

Along with the essential positive human interaction, we offer quality BGCA researched and evidenced-based programs that simultaneously improve and strengthen students' reading, language arts, math, and STEM education/skills, understanding, and application. These program services are created and executed to enrich age/grade-appropriate learning with enjoyable and engaging activities. They aim to deliver quality programming and facilitate healthy relationships between students and adults, fostering a maximum positive impact on students' development and learning. Our programs include research-based application processes that focus on advancing academic achievement and youth development through informative guidance in academic education, strengthening social, emotional, and development/behavioral (SED/SEB) skills, leadership, health and wellness education and practice, and physical fitness opportunities.

A weekly schedule of activities and programs includes a variety of educational, recreational, and support services. Support services to improve academic performance in core subjects, improve on-time grade promotion, and improve scores on state-mandated tests will be the focal point for all programs provided. Instructors and certified teachers will work cooperatively aligning the curriculum with the school-day and Georgia Standards of Excellence. See the strategies, goals table, and attached Club After-School and Summer 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 programming. Enrichment activities will rotate on an (8) week basis during the school year with qualified and screened contracted providers based on identified student needs and interests and the providers' expertise.

Indirect Quality Contact Time: In addition to direct quality contact time, BGCL provides indirect quality contact time for our students by ensuring that we recruit, hire, and train the right (fit-to-serve) adult staff and volunteers; who meet academic background requirements; who are caring, emotionally nurturing; and are observant to students' demeanor to ensure appropriate referrals for additional resources and supports are made as needed and when necessary (as mandated reporters) for their physical well-being and safety, mental health care, and/or for clothing and/or food insecurities. We ensure our staff maintains open lines of communication with the day school principals, teachers, counselors, and aides to ensure that we stay abreast of students' needs through indirect quality contact time. We require our agency staff, especially our parent coordinators, to work diligently to establish and maintain contact with parents/guardians to encourage, increase, and strengthen family participation and involvement. The indirect quality contact time for our students is enhanced when we deliberately focus on involving the parents/guardians, offer referrals for outside resources when needed or requested, and extend services to them including parenting classes, financial management, literacy classes, technology lab access, social, emotional, and behavioral SED/SEB learning with pre/post-tests and school success support activities. Focused family

activities will take place throughout the school year and summer school. We will conduct (10) parent engagement events on Thursday evenings from 5:00 p.m. to 6:30 p.m., providing a cumulative total of (15) structured contact hours with parents. This will complement the wealth of informal interactions between BGCL staff and parents, adding valuable informative content to our engagement efforts.

To achieve the necessary improvements in academics, social and emotional development, behavioral skills, parent engagement, and professional development, it is essential to prioritize purposeful, dependable, and nurturing face-to-face interactions. These interactions between our management, front line staff, volunteers, students, families, school personnel, and communities play a crucial role in creating a supportive and stabilizing environment. BGCL's Quality Direct and Indirect Contact time with and for our students and their families is deliberately designed to cause purposeful and meaningful interactions to reveal constructive engagement. From the moment our students arrive to the moment they depart, personal and group interaction purposefully occurs on an on-going basis.

BGCL's Quality Contact Time Focus: Our target for quality contact time focus is building, maintaining, and augmenting the various characteristics of our quality contact time policy and procedures, which are intentional and purposeful, culturally sensitive, responsive, respectfully tailored, developmentally appropriate, goal-directed, and reflective of critical thinking and assessment.

Roadmap for ensuring quality contacts include:
1) Leadership/Administrators
a. Set standards and policies for quality control and contacts.
b. Build agency capacity.
c. Review performance and introduce strategies for improvement based on identified challenges.

2) Program Managers
a. Monitor and support program staff and conduct quality contacts.
b. Identify and address program barriers to quality contacts.
c. Collaborate with IT data and Continuous Quality Improvement (CQI) staff to promote system design and data collection that supports quality contacts.

3) Build staff knowledge and skills in conducting quality contacts.
a. Supervisors support staff during all three phases of the quality contacts.
b. Discuss staff strengths and challenges to addressing student needs and parent coordinators conducting visits.
c. Provide oversight to program staff documentation and resources.
d. Promote critical thinking skills from top to bottom.

4) Help students express thoughts, concerns, and needs and partner with age-appropriate decision-making and planning.

5) Contribute to BGCL and MOA partners' efforts to improve quality contacts.

6) Parents express thoughts and concerns related to their student's academic plans.

7) Partner with decision-making entities.

8) Planning contributes to after-school staff program efforts to improve quality contacts.

9) Resources and parents/guardians/caregivers express thoughts and concerns related to students' well-being and needs as well as to parents' own.

10) Contribute to agency efforts to improve quality contacts regarding their involvement and role with the schools and with the after-school program.

11) Parents and caregivers can express thoughts and concerns related to students' well-being and needs as well as their own.

12) Contribute to after-school efforts to improve quality contacts for students through the schools' after-school program's staff.

13) Information that technology managers ensure information systems make relevant information accessible to staff, parents, students, and to school district representatives.

14) Ensure that contact documentation reflects the policies and practices of the BGCL agency and the school district.

15) Data and CQI managers analyze use and share data to inform areas of improvement as part of the quality assurance and CQI process.

Considerations for Building/Maintaining Capacity for Quality Contacts: We here at BGCL, are open to and are in constant search of identifying and addressing how to strengthen our ability to ensure that we build our agency's capacity to maintain and expand quality contacts and remove gaps. In that intentional focus, we have and will continuously consider the following questions relating to various aspects of our quality contact capacity. The classification of these considerations reflects the five dimensions of capacity as defined by:

1) Organizational Resources
a) Does our agency have adequate staff to meet frequency and quality standards?
b) Do staff reflect the families served in the communities and speak the languages spoken in the community?
c) Are ratios, duties, and responsibilities appropriate to enable management, frontline staff, and volunteers to conduct quality contacts that promote positive outcomes? If not, what changes can the agency, supervisors, Club staff, and volunteers make?

2) What additional resources do we as an agency, leadership, management, frontline staff, and volunteers need to support and enhance quality contacts?

3) Organizational Infrastructure
a) Does our agency have adequate policies and standards in place to ensure that all agency representatives conduct quality contacts?
b) Do policies and standards align with after-school best practices standards and membership guidance?
c) Do practice guidelines support quality contact activities and documentation?
d) What roles do supervisors, unit directors, parent coordinators, curriculum specialists, and supervisors play in promoting frequent and quality contacts?
e) How does our agency support supervision, coaching, and training in these activities?
f) How do we use data to inform and enhance quality contact times?
g) What processes do we have in place to identify and address strengths, barriers, and challenges to quality contacts and improve our effectiveness?
h) How do we assess the impact of quality contacts on outcomes for students and families?

4) Organizational Knowledge and Skills
a) Does staff and volunteers receive the right training and on-going support to understand policies and build skills necessary for conducting quality contacts?
b) Do staff and volunteers have knowledge of the community, the culture(s), and the language(s) common to the community?
c) Does leadership, management, and supervisors have the knowledge and skills to support staff and volunteers?

5) Organizational Culture, Climate, Engagement, and Partnership
a. Do we have a widespread understanding of the link between quality contacts, engagement, and positive outcomes for students and families?
b. Do we as an agency in our organizational culture support quality contacts?
c. Does every level of our organization value and engage in quality contacts?
d. How can we engage our community partners in supporting quality contacts?

Site Profile Form Accuracy/Consistency w/Submitted Weekly (12) Hr. Service Schedules:
Our after-school and summer calendars provide the structured/visual display of the Success Academy's direct quality contact time between our staff and students and have been uploaded. The Site Profile Form has been completed and is accurate and consistent with the submitted sample weekly schedules. For example, both the site profile form and the calendars convey an after-school program schedule of Monday through Friday between the times of 2:30 p.m. to 5:30 p.m. Additionally, both the site profile form and the calendars convey a summer program schedule of Monday through Friday between the times of 9:00 a.m. to 4:00 p.m.
(Word count is 1937)

Download sample weekly schedule of activities for each program at each site
Tadmore Success Academy
After School Program: Tadmore Success Academy_as_program_86_23.pdf
Summer Program: Tadmore Success Academy_sb_program_86_23.pdf

21st CCLC SITE PROFILE FORM (2024-2025)

21st CCLC Site Name	Tadmore Success Academy	County	Hall
Physical Address	3278 Gillsville Highway		
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		Student data is from Funding Request Worksheet
After School	K-5	After School	90	
Weekends/Holidays		Weekends/Holidays		
Summer	K-5+	Summer	90	

Enrichment Student to Staff Ratio	Academic Student to Staff Ratio
15:1	10:1

SITE CONTACT INFORMATION

Site Contact Name	Lori Dauge	Phone	770-532-8102	Email	ldauge@bgclanier.org

Regular School Year Program for Students

AFTER SCHOOL PROGRAM Site Schedule

After School Program Start Date	August 2, 2024
After School Program End Date	May 23, 2025
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	May 27, 2025
Summer Program End Date	July 3, 2025
Total # Days Summer Program	28

	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM	Total Summer Hours per Week 35.00 of 35.00 hours
Service End Time (e.g., 4:00 PM)	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	

Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)

Adult Education Site Program Schedule

Dates Site Open (Adults)	08/15/2024, 09/19/2024, 10/17/2024, 11/14/2024, 12/12/2024, 01/16/2025, 02/20/2025, 03/20/2025,
Dates Site Closed (Adults)	
Total # Days	0

	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)				5:00 PM		Total Adult Hours per Week 1.50
Service End Time (e.g., 8:00 PM)				6:30 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.

Specific Eligible Student Participation Selection Process: Boys & Girls Clubs of Lanier (BGCL) and the Hall County Public Schools have a detailed process for recruiting students and families. The school's administrators and teachers 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 Georgia Milestone Assessment System End-Of-Course tests, enrolled in virtual learning courses, and/or who need non-academic learning supports, based on discipline reports and other factors, which will help to improve their school success. The parents of these students will be contacted via mail or telephone by the school and BGCL Site Coordinator and/or Parent Coordinator about the program. Bilingual BGCL staff members are available to assist in this process for ESL students/families. Parents will receive and complete an application and student achievement contract, which will be returned to the appointed school staff, checked for completion, and forwarded to BGCL. The Lead Teacher will collect and collate student baseline data for assignment to tutorial groups.

Strategies Involving Regular School-Day Staff in Student/Program Recruitment: We employ the following strategies to involve regular school-day staff in recruiting students for the after-school program: establishing clear communication channels, providing information sessions, highlighting program success stories, fostering collaborative planning, utilizing staff meetings, creating, and distributing marketing materials, engaging in one-on-one conversations, and participating in-school events, such as open houses. Our joint application, district/school MOAs, and direct contact approach empower school staff, including teachers, faculty, and administrators, to recommend students for participation in the Club program. This referral process operates seamlessly due to the positive working relationships and open communication channels between essential school staff and BGCL staff. Site Coordinators play a pivotal role in maintaining communication with school staff, acting as the primary point of contact for direct referrals and ensuring that the school staff is consistently updated on program goals and spot availability. The Site Coordinator will maintain contact and meet regularly with the school principal, counselors, coaches, and/or teachers to stay abreast of and discuss students who are at-risk and or high-risk and in need of our services. Moreover, given that a significant portion of our tutors also serve as teachers during the school-day, Site Coordinators collaborate closely with them, with tutors serving as ambassadors for the program within their colleague network. Additionally, our regular communications with various school officials and strong partnerships enable us to disseminate recruitment announcements through morning and afternoon school announcements, conduct school site visits, distribute flyers to students and parents, share meals with students, attend sporting events, and participate in-school events, such as open houses. School referrals typically address needs related to academic performance, social-emotional support, or family assistance. Furthermore, school staff members may actively participate in the program by serving on the Advisory Committee, engaging in program activities, or directly communicating with the Site/Parent Coordinator.

Strategies Used to Retain Targeted Students for (30) Days or More Participation: BGCL recognizes that our 1st and foremost partnership is with the students and families we serve. Given that position, we work to incorporate several specific strategies to retain students and their families' participation in our 21st CCLC after-school programming, and we make concerted efforts that focus on those students who need our services the most. Those strategies include:

1. Hire Program Staff Who Develop Real Connections with Student Participants and Their Families: When students experience satisfaction in an after-school program, they often liken it to a family environment. They cultivate trusting relationships with our dedicated staff, creating a secure and caring atmosphere. Our staff diligently endeavors to establish robust connections with new students in a short span, recognizing that this enhances the likelihood of program completion. Our staff comprises a diverse blend of teachers, community-based members, college students, and other adults. They actively engage in activities, working collaboratively with students, going beyond mere supervision. Importantly, our staff members reflect the diverse backgrounds and ethnicities of the youth they serve. This crucial aspect of our program underscores the intentional and meaningful representation within our staff. We believe it is essential that our team mirrors the diverse backgrounds and ethnicities of the youth participating in the program. By doing so, we create an inclusive and culturally responsive environment where students can readily identify with the adults guiding them. This fosters a deeper understanding of the unique needs, experiences, and perspectives of the students we serve. It also facilitates smoother communication and connection, as our staff members are not only mentors but also relatable figures who understand and appreciate the cultural richness of the community.

2. Community Outreach and Word-of-Mouth Referrals - Leveraging Club Students and Parent Networks for Program Promotion: We rely on using word-of-mouth to not only attract more students but also to retain them. Employing word-of-mouth as a retention strategy in our after-school program proves highly effective for several reasons. This approach capitalizes on the trust and familiarity inherent in personal recommendations, cultivating a sense of community within the program. We actively engage Club students already attending, tapping into their peer influence to encourage their friends' participation, fostering a shared and enjoyable experience. Simultaneously, we encourage parents/guardians of enrolled students to become advocates, not only attracting new participants but also strengthening the sense of community and shared responsibility. This targeted outreach allows us to address specific needs within the community, particularly reaching out to parents/guardians with at-risk teens. Not only is word-of-mouth a cost-effective strategy, relying on organic communication rather than extensive advertising, but it also establishes a continuous cycle where current participants contribute to the on-going growth and retention of the program by bringing in

new members. Overall, word-of-mouth serves as a dynamic and inclusive approach to retention, leveraging existing connections to create a thriving and supportive after-school community.

3. Club Staff Work with Schools to Retain Students in Need: Club staff actively collaborate with schools and staff to ensure the retention of students facing challenges. Our commitment involves addressing obstacles that may hinder students from either joining or continuing their participation in the program. For example, transportation is a common barrier preventing students from participating. To help students and families overcome this barrier, BGCL maintains regular communication with the district and school transportation services, providing them with a detailed roster of students who require after-school transportation assistance. This proactive approach helps overcome logistical barriers and enhances the accessibility of our program for those in need, emphasizing our dedication to fostering continued participation and support for every student.

4. Help Students Understand the Value of Participation: Facilitating an understanding of the value of participation is a key focus for us. We strive to establish a connection in students' minds between their consistent involvement in our programs and the potential for a more promising future. This connection serves as a foundational step in both recruiting and engaging students, aligning with our program's overarching objectives. These objectives encompass improvements in grades, support with college applications, guidance in career decision-making, acquisition of marketable skills, insights into various professions, and instruction on job-seeking and maintenance while actively participating in our after-school initiatives. Additionally, we extend our engagement to the school-day, actively interacting with students through age/grade-appropriate programming, both formal and informal, held throughout the school year, thereby strengthening our relationships with the student body.

5. Create a Welcoming Environment for New Enrollees: Our Club staff remains dedicated to providing necessary orientation sessions, reducing apprehension for new students, and fostering a sense of belonging. Staff members dedicate efforts to help them acclimate to their surroundings and establish trusting relationships with the program's staff. In addition to these efforts, staff members stay actively involved with new participants. Regular check-ins are conducted to gauge their comfort and satisfaction, especially during attendance fluctuations. Timely outreach is initiated to understand any waning interest or uncover factors that may hinder on-going participation. This comprehensive approach underscores our commitment to not only attracting but also retaining families in our program.

6. Show Families the Opportunities Associated with Participation: In our efforts to enhance student retention, Club staff takes a proactive approach by initiating phone calls and conducting visits to connect with students and their families. During these conversations, staff members not only outline the extensive array of academic, social, emotional, and behavioral development skills but also emphasize the valuable college/career guidance, parent/guardian programming, tutoring, homework assistance, and enrichment opportunities available to their students and families. Crucially, staff members go beyond presenting the range of services—they convey the intrinsic value of each program offering. Whether discussing academic support or enrichment activities, staff emphasize how these components contribute to the holistic development of students, preparing them for future success. Furthermore, parents and guardians are thoroughly informed about the services available to them, empowering them with the skills and support needed to actively contribute to their students' growth. By effectively conveying the tangible and intangible benefits of our program offerings, staff members seek to underscore the program's significance and the positive impact it can have on both students and their families. This intentional communication strategy aims to instill a deep understanding of the program's value, fostering a sense of commitment and appreciation that contributes to sustained student participation and engagement.

7. Reach Out Directly to Students and Their Families in Their Homes and Communities: To enhance retention rates, both the Parent Coordinator and Site Coordinator take proactive measures to engage parents and guardians. Through phone calls and newsletters, they communicate the family involvement program calendar of events, fostering a sense of connection and participation. The Parent Coordinator (PC) plays a pivotal role in organizing and implementing family engagement programs, parent meetings, and parent workshops designed to enhance educational outcomes for children. Moreover, creating opportunities for family engagement strengthens the support system around the students and reinforces their connection to the program. Collaborating with staff, teachers, parents, and community partners, the PC plans and executes these programs. Furthermore, the PC ensures open communication channels are maintained. To optimize communication, the PC creates bilingual flyers and informational materials tailored to our diverse families.

8. Match the Programs Attendance Goals to Participant's Needs: While we have certain expectations for students' regular attendance as identified in the FY-25 21st CCLC grant guidelines; we endeavor to stay abreast of students' needs and work with the schools, students, and the parents/guardians to determine the students' and families' needs to allow for some flexibility, if at all possible. We encourage our student leaders to serve as recruiters/ambassadors at their schools to reach out to other students so that they may become aware of how our services can meet their needs. Recognizing the challenges faced by students involved in after-school athletic programs, particularly considering time constraints and safety concerns related to transportation, we have identified that some may struggle to reach the Club site for essential services such as tutoring or homework help. To address this, we are actively formulating a plan to bring these necessary support services directly to the students, acknowledging the importance of accessibility and ensuring that assistance is extended beyond the confines of the Club site.

9. Link Academics to Engaging Projects: We seamlessly connect academic concepts with captivating project-based learning activities, fostering an environment where students can actively explore their interests. Our diverse range of enrichment activities spans STEM, arts, drama, performance programs, sports, and physical activities, allowing students the freedom to choose activities aligned with their passions. Through these engaging projects, students not only deepen their understanding of academic subjects but also develop valuable skills and insights, making the learning experience both enjoyable and meaningful.

10. Student Input and Choice: The strategy of "Student Input and Choice" serves as a powerful retention tool by actively involving students in shaping their after-school experience. The general principle is that students should be included in matters that shape their lives. Programs focused on youth must take youth preferences seriously if they aim to enhance positive identities, build leadership and relationships, and enhance skills. Students need to feel part of a community of participants and feel that they have a voice and influence in these programs. We often see that

students flourish when they are given a say in planning their own after-school programs. When students are given the opportunity to contribute to decision-making processes, such as selecting activities and projects, it creates a sense of ownership and empowerment. This involvement goes beyond a mere participation role; it transforms students into active contributors and stakeholders in the program. By allowing students to have a say in the activities they engage in, the program becomes more personalized and relevant to their interests. This customization not only enhances their overall experience but also ensures that the program aligns with their preferences and passions. This sense of agency significantly increases their investment in the program, as they feel a genuine connection and commitment to the activities they helped choose. Moreover, when students see their input being valued and implemented, it fosters a positive and inclusive environment. This positive atmosphere contributes to a sense of belonging, making students more likely to stay engaged and committed to the program over the long-term. In essence, the strategy of involving students in decision-making processes is not only a retention tool but also a key driver in creating a student-centric and thriving after-school community.

11. Reward/Incentive Programs/Initiatives: Implementing incentive programs and recognition initiatives within our after-school program is a strategic approach designed to enhance student retention. These initiatives serve as powerful positive reinforcement mechanisms, acknowledging and celebrating the dedication of students who consistently attend and actively participate. By offering tangible rewards such as certificates, awards, or special privileges, we not only communicate the value we place on their commitment but also instill a profound sense of achievement. This recognition creates a community culture where students feel a shared pride in their accomplishments, fostering a supportive environment that encourages sustained participation. Beyond individual rewards, these initiatives contribute to the overall appeal and worth of the program, making it more enticing for students. As students witness their peers being celebrated, it strengthens their connection to the program, instilling a sense of belonging and motivating on-going engagement. In essence, our incentive programs play a multifaceted role in retaining students, cultivating a positive, engaging, and rewarding after-school experience.

12. Attendance Policy: BGCL enforces a policy mandating a minimum attendance of three days per week for students. The organization diligently records daily attendance, a process overseen by Unit Directors/Site Coordinators. Parent/guardian participation is also monitored. In cases where students are at-risk of frequent absenteeism, staff members proactively check on them to offer assistance and address any challenges they may be facing. Regular check-ins with parents aim to identify and address potential barriers to attendance. Establishing and nurturing connections with students and their families is crucial in improving Club attendance, recognizing that absenteeism often stems from various challenges. Unit Directors/Site Coordinators and the Parent Coordinator maintain a phone call log to ensure on-going communication and provide reasonable assistance to families facing challenges. While BGCL is committed to helping students and parents overcome obstacles, those persistently absent for more than three days per week over four weeks may be replaced with a student from the waiting list. Every reasonable effort is made before such a decision, with support from day teachers and school administrators through parent letters and contact calls. To meet program requirements, a waiting list is available for additional eligible students.

Ultimately, BGCL's multifaceted approach to retention encompasses a deep commitment to building connections, providing a supportive and inclusive environment, and actively addressing the diverse needs of the students and families we serve. Through these strategies, BGCL strives to create an after-school community where every participant feels valued, supported, and motivated to continue their journey toward growth and success. As the organization looks toward the future, we remain dedicated to refining and expanding these initiatives, ensuring that the after-school experience remains a cornerstone of positive development for the students and families it serves.

As a community-based after-school program, 69-year-old BGCL is one of the best options for after-school program services because as a BGCA member, we design our programs and activities to be fun and engaging for children and youth. We structure our quality time with our students to develop strengths and meet aspirations rather than addressing shortcomings or community deficits. To move forward, BGCL's additional Recruitment and Retention Efforts will include: * Focusing programs on possibilities rather than problems. *Including more youth and their families in the development, implementation, and evaluation of the after-school programs. * Using creative recruitment strategies. * Involve parents with children in after-school programs, and quality staff training to meet the demanding needs of low-income families and at-risk for failure of students in our diverse and challenged communities.

(Word count is 2783)

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 Governance: The Boys & Girls Clubs of Lanier (BGCL) has a strong and resolute governance, leadership, and managerial team. We are guided and governed by our dedicated and visionary 28-member Board of Directors. The board's extensive background and professional expertise include knowledge, skills, and experience in law, banking, accounting, insurance, corporate, real estate, technology, and education.

Key Personnel Job Descriptions/Relationship to Proposed Program Activities:
The Chief Executive Officer (CEO) Steven Mickens reports to the board. He will provide complete day-to-day management and supervision of the project and involve the Board of Directors in oversight and monitoring of the project implementation. Qualifications: Bachelor's degree from an accredited college or university, a minimum of three years' experience in managing programs or operations in a non-profit agency or Boys and Girls Club; or an equivalent combination of education and experience, thorough knowledge of the mission, objectives, policies, programs, and procedures of Boys & Girls Clubs; the principles and practices of managing non-profit organizations; and resource development activities and sources of funding, demonstrated ability to plan and implement effective operations, leadership skills, including negotiation, problem-solving, decision-making, strong communication skills, both oral and written, ability to establish and maintain effective working relationships with the Board of Directors, staff, community groups, and other related agencies, and basic knowledge of asset management including financial resources and property.

The Chief Operations Officer (COO) Dr, Legakes reports to the CEO. She is responsible for providing thorough leadership, direction, and oversight of the Club's operations and programs. The COO oversees all aspects of the strategy and quality management functions for BGCL. Focusing keenly on the high-level impact, short and long-term strategy, policies and procedures, and organizational effectiveness, the COO leads all functions responsible for working with internal and external stakeholders to advance BGCL's mission, resulting in a highly collaborative, effective, and sophisticated change strategy. The COO identifies, coordinates, and develops systems that effectively align programmatic quality improvement measures with overall youth service delivery and program integrity goals while initiating and providing consultation and support services to the organization's departments. She will supervise and work closely with the 21st CCLC Program Director to ensure the program is run with fidelity and meets all goals and objectives. Qualifications: Bachelor's degree from an accredited college, a minimum of ten years of youth development leadership experience where operations consist of multiple locations, budget oversight, team development, fundraising, and board management, knowledge of mission, leadership development skills, setting vision, direct, organizing, and coordination skills.

The Director of Finance (DF), Mr. Charles Nkanza reports to the CEO and ensures that BGCL makes informed decisions to achieve its financial objectives. He directs all financial functions including banking and bank reconciliations, accounts payable, cash receipts, financial reporting, general ledger maintenance, cash flow, grant tracking, budget, asset management, and audits. He works with Human Resources and the COO to help manage functions administering employee benefits, pensions, worker's compensation, and liability insurance. The finance director leads the organization in updating finance policies and procedures, ensuring that purchasing regulations comply with the organization's policies and funder's regulations. Qualifications: Bachelor's degree from an accredited college or university. A minimum of 3-5 years work experience in a Boys & Girls Clubs and or non-profit accounting. In addition, he has experience working with many versions of accounting software such as Microsoft Dynamics, Report Writer FRX, Accufund, Financial Edge Quick Books, and Razors Edge.

The Vice President of Development (VPD), Terri Tubbs, reports to the CEO. She designs, implements, and evaluates, in consultation with the CEO, the immediate and long-range fundraising plan of the organization including the annual campaign, capital and endowment giving, planned, and deferred giving, fundraising events, grant proposals, and other formal gift initiatives. She builds, sustains, and monitors philanthropic relationships with a portfolio of donors, prospects, and foundations, and supports the CEO in positioning the Board of Directors to cultivate and solicit major gifts and grants for individual corporations, foundations, and government agencies. Additionally, she is responsible for providing supervision to the designated positions in the Resource Development Department as directed by the CEO. She works with the 21st CCLC Program Director on specific strategies to ensure the sustainability of the project. Qualifications: A bachelor's degree from an accredited college or university or equivalent work experience in a Boys & Girls Club or other not-for-profit organization with an emphasis on fundraising, marketing, management, budgeting, community, project management, and public relations. A proven record of accomplishment of achieving revenue targets of over $1M annually.

The Director of Program Administration (DPA), Jacqueline Gonzalez, reports to the COO and in this position will also serve as the FY 25 21st CCLC Program Director, effective 1/8/2024. As the 21st CCLC Program Director, she will manage the collection and analysis of the data collected to measure program outcomes and effectiveness. She will plan and oversee the 21st CCLC grant program and all program-related activities to ensure Success Academy programs are being implemented effectively and with consistency. She leads grant deliverables for 21st CCLC grants, ensures compliance, and works closely with the COO to complete program reports and manage programs. Additionally, she designs and implements academic and enrichment programs that align with BGCL's five core program areas: Character and Leadership Development; Education and Career Development; Health and Life Skills; The Arts; and Sports, Fitness, and Recreation. Moreover, she demonstrates a deep knowledge of federal, state, and local grant-funded programs such as 21st CCLC, OJJDP, Boost, and Georgia Alliance. She ensures that all federal grant program activities and requirements are met with quality. She oversees the operations of training certification and preparing new and existing programs. She creates functional strategies and specific positive outcomes for youth. Qualifications: The DPA will have a minimum of 3-5 years of youth development or other not-for-profit organization with emphasis on program design and delivery of quality services. The position allows for increased focus on the needs of the students, parents/guardians, and schools we will serve. It is a critical position as it ensures that the management and implementation of the individual student plans and subsequent programs are successful while coordinating multiple schools, school teachers, and administrators.

Unit Director/Site Coordinator (UD/SC): This position is an on-site program manager who will be responsible for the daily operation, coordination, and delivery of services at our program site. This position plans, oversees, and organizes the daily operations of the programs, coordinates vendors and partners, and directly supervises Youth Development Professionals, Certified Teachers/Tutors, 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 21st CCLC Program Director in supplying the external evaluator with the needed data to conduct a local evaluation. Qualifications include a degree from an accredited college or university or equivalent experience or a minimum of five years' work experience with Boys and Girls Clubs or equivalent youth development work experience.

Curriculum and Community Partnership Coordinator (CCPC): This position will provide curriculum support to Unit Directors and Site Coordinators in areas of academic success, good character and citizenship, and healthy lifestyles. The Curriculum & Community Partnership Coordinator will promote workforce readiness programming to include, but not limited to assessment testing to determine personality types, skills, and work ethic; providing support for Club teens in areas such as improved communication skills, conflict management; workplace expectations; and resume writing; in addition to helping them network and locate potential employers. The individual selected for this position will be responsible for acquiring, retaining, growing, and coordinating business partnership relationships that ultimately result in increased internship opportunities, guest speakers and instructors, and expert curriculum developers. Additional responsibilities will include working with business partners to identify specific skill sets and/or certifications needed by graduates in high-demand fields as well as supporting the DPA in developing, managing, and evaluating 21st CCLC program implementation. Qualifications include a bachelor's degree from an accredited college or university, or a minimum of 3-5 years' work experience in a Boys & Girls Club or other not-for-profit organization, with emphasis on program design and delivery of quality services.

Key Leadership/Managerial/Staffing Structure: Under these key leadership/management structured positions, BGCL will provide quality direction, oversight, program supervision, and fiscal management that will ensure the successful 21st CCLC project's implementation, management responsibilities, reporting requirements, and positive evaluation outcomes.

Volunteer Recruitment Plan/Utilizing Volunteers: Volunteers will be a continued priority in our 21st CCLC Success Academy after-school programming. The current BGCL staff and board members will support volunteer service. BGCL's Special Events and Community Engagement Coordinator will make a concentrated effort to recruit volunteers, especially bilingual candidates, for them to have opportunities to participate in several 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 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, and/or participate on the 21st CCLC Advisory Committee.

Senior Volunteer Recruitment: BGCL maintains relationships with community groups and organizations such as Legacy Link, which provide ideal volunteer recruitment for active senior citizens. Our MOA with Legacy Link is currently in the renewal and revision process. BGCL recognizes that senior volunteers are highly sought after by many organizations thanks to the life skills and volunteer experience they can bring. Retired professional volunteers have qualities and volunteer skills such as passion, reliability, patience, compassion, creativity, teamwork, organization, willingness to help, and that positive attitude that is so important to many of our students. We see senior volunteers as a dependable workforce due to their open schedules, and they also offer the diversity of combining our younger volunteer perspectives with senior life experiences.

Our senior volunteers learn new skills, trends, and ways of doing things, while we benefit from their wisdom and experience. At the same time, shared experiences create bonding moments for senior volunteers and younger volunteers that might otherwise never happen. We work to make the most of this diversity, often a missing element in so many lives, by creating opportunities for a mix of ages, for three generations benefiting from each other. They include the youth, many in need of nurturing and caring connections, young volunteers beginning their new experiences in life's journey, and seniors bringing their life's experiences and journey's wisdom while offering and demonstrating nurturance, care, and patience. In this process, they are all participating in developing and strengthening core and subset social, emotional, development, and behavioral (SED/SEB) skills.

Background Checks Policies/Procedures/Employment Fitness Determination: The leadership and management teams operate under the clear hiring policies, procedures, guidance, and direction established by our Board of Directors in the approved policy for our screening and hiring process and procedures. BGCL is responsible for and follows local, state, and federal laws and regulations regarding conducting background checks to ensure the same non-discriminatory adjudication standards are applied to all candidates, regardless of race, national origin, color, sex, religion, disability, genetic information, or age, or other legally protected characteristics are conducted. Our policy and procedural conduct and screening include clear directives for when background checks are conducted, who has access to view criminal records check, how individualized assessments are made of candidates when reviewing information that appears on a candidate's criminal record checks how those records are handled, and properly disposed of. The process is as follows: potential candidates complete an employee application; the Human Resources (HR) department screens applications for suitability; HR delivers screened applications to the appropriate level manager(s). The appropriate level manager(s) selects the most qualified applicants and begins the interview process. During the interview process, at least two positive reference checks are received; the applicant submits to a drug screening; a state and national criminal background check is conducted and then cleared by HR; a hiring packet is then completed. Upon candidate selection, the board-approved employee handbook and an offer letter are provided and discussed with the new hire on-site on 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. State and national criminal background checks for all positions will be performed annually and be approved by

HR.

Ensured Academic/Enrichment Student to Staff Ratios: During after-school hours, students 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 the staff/child ratio of 1:15. Academic tutorial services will follow a 1:10 ratio. The proposed budget allows BGCL to hire the appropriate number of program staff and academic and enrichment instructors to meet these ratios based on the proposed number of students served. One-on-one academic assistance will be offered on an as-needed basis as funding allows.

Additional Club Staff to Ensure Ratios:

Enrichment Instructors: Enrichment instructors are independent contractors who have significant experience regarding the activity they are teaching. They report to the Unit Director/Site Coordinator and provide academic, social, and/or physical enrichment activities weekly. Enrichment instructors must submit weekly lesson plans that align with the Georgia Standards of Excellence to the Unit Director/Site Coordinator. Additionally, it is a requirement for them to participate in monthly meetings with the Unit Director/Site Coordinator, during which they provide comprehensive updates on students' progress.

Qualifications/Certifications 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 (in their Junior or Senior years) approved by the District to meet all instructional certification requirements.

Furthermore, BGCL maintains a robust and enduring collaboration with the University of North Georgia's Student Work-Study Program. This partnership enables students enrolled in the work-study program to acquire valuable work experiences across various concentrations, including education, physical education, childcare, and more. These students have the opportunity to contribute up to 15 hours per week throughout the academic school year, spanning from August to May, serving in diverse capacities within our Clubs. Under the work-study program, the University compensates students at a rate of $15.00 per hour, providing substantial support for BGCL in covering staff ratios and supervision costs. This arrangement proves advantageous for the sustainability of our programs, particularly during the 4th and 5th years of the project, should such support be required. The benefits derived from this partnership are multifaceted, enhancing BGCL's capacity to recruit highly qualified individuals who bring prior experience and exposure gained through their work with our agency, staff, students, and their families.

On-going/Regular Professional Development Opportunities: BGCL depends on qualified staff/teachers to effectively deliver our academic, youth development/capacity skills, character/citizenship, and healthy lifestyles curriculum to our students. BGCL will provide comprehensive professional development training opportunities for program 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 the 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, nurturing, and caring staff will deliver effective programs as they become confident in their abilities and skills and vested in the outcomes.

Our Club staff and volunteers benefit from online training offered by BGCA through Spillett University (SLU). SLU is a comprehensive training site dedicated to enabling Clubs to have the greatest possible impact on youth by strengthening the leadership capabilities of staff at every level of the organization. SLU training courses provide meaningful, online, blended, and face-to-face learning opportunities for BGCL staff and board and program volunteers. It is presented as an opportunity for all staff and volunteers for their professional growth within our organizational structure as well as a training requirement to meet the needs of our target population. SLU offers world-class training opportunities through five different schools: School of Board Leadership, School of Executive Leadership, School of Resource Development, School of Management, and School of Youth Development. SLU is designed to: * Develop outstanding leaders grounded in the Movement's mission. * Cultivate leaders to ensure the Movement can fulfill its mission and realize its vision for the second century. * Promote strategic goals and initiatives that strengthen Clubs and the Movement. * Offer a framework for career advancement through credentials and recognition programs.

Onboarding: New employees must undergo a 10-hour virtual and 1-day in-person onboarding process before they are allowed to work with students. The goal of onboarding is to introduce the skills expected of an entry-level employee who is new to the BGCL and to build the foundational knowledge and skills expected of one with experience in the field. Virtual onboarding consists of SLU courses: An Orientation to the Boys & Girls Club Movement, Keeping your Boys & Girls Club Safe, Duty to Report, Abuse Risk Management, Covid-19 Outbreak: Plan, Prepare, and Respond; and Redwoods online training courses: Safe lifting, Bloodborne pathogens, and Harassment prevention for employees. In-person onboarding consists of outlining mandated reporting requirements, reporting procedures for safety-related concerns, documentation, prohibition of 1:1 contact, supervision policy, restroom policy, restroom inspection and monitoring schedules, bullying prevention, emergency operations plan, and drills, and the employee handbook.

Professional Development and Training: BGCL continues to pursue professional development opportunities. We require 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. Training spans an entire year, with designated timelines for achieving training milestones. During the first 90 days, employees will be tasked with completing the following SLU online courses: Promoting positive behavior, staff-to-youth interactions, emotional safety, building blocks of programming, academic success: introduction to power hour, and the basics of trauma. During days 31- 90, employees will be tasked with completing the following online training provided by the Redwoods Group: Playground safety & programming at camp, field trips and off-site travel safety, day camp supervision, and transportation safety at camp. Milestones for the first 90 days include understanding the National Youth Outcomes Initiative (which BGCL utilizes to measure impact and the degree to which Club members are achieving the outcomes of academic success, good character and citizenship, and healthy lifestyles) and understanding effective program quality, program planning, and program delivery. During months 4 – 7, employees are provided with the following

training: Youth and teen growth and development, youth engagement, cultural responsiveness, and inclusion. Additionally, employees are tasked with completing the following training provided by the Weikart Center: Reframing conflict, building community, and cooperative learning. During months 6 – 7, employees are provided with the following training: Promoting positive peer relationships, hands-on learning, addressing challenging behavior, and de-escalating concerning behaviors. Additionally, employees will be trained in Continuous Quality Improvement measures. Milestones for months 4 – 7 include understanding and utilizing the Continuous Quality Improvement toolkit. During months 8-12, employees will be provided with the following training: Programming in your space, getting and using youth input, youth as leaders, planning and reflection, and youth program quality assessment.

All staff will be required to complete online training workshops provided by BGCA. On-going training will include overviews of all BGCA curricula, STEAM lab implementation, iRead/iLearn/Math/Science training, and Positive Behavioral Interventions and Supports (PBIS) training. All BGCL staff are required to complete Mandated Reporter training on an annual basis. Training will be offered through the Youth for Youth web-based portal, the Foundations Inc. web-based portal, prevention specialist training provided by Guide Inc. (supported by the Governor's Office for Children and Families), the 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 for all staff and volunteers. Following all professional development activities, participants will complete an evaluation.

Research-Based "BESSI" Professional Development Training Tool: This will be a new program training opportunity based on The Behavioral, Emotional, Social Skills Inventory (BESSI). Seldom does an event emerge that enables an after-school agency such as ours to be selected by a group of highly skilled university professors and professionals to participate in such innovative research-based partnerships. We have been networking and conducting virtual meetings and finalizing an MOA with the BESSI Research Group; Christopher J. Soto PhD., Professor and Chair of Psychology Colby College; Christopher M. Napolitano Ph.D. Associate Professor & Developmental Sciences Division Chair Education & Psychology, University of Illinois; Brent W. Roberts PhD., Professor of Psychology at the University of Illinois at Urbana-Champaign and Director of the Center for Social & Behavioral Science. He holds the Gutsgell Endowed Professorship at the University of Illinois, is designated as a Health Innovation Professor in the Carle-Illinois College of Medicine, and is a Distinguished Guest Professor at the Hector Research Institute of Education Sciences and Psychology at the University of Tübingen, Germany; Madison N. Sewell PhD., student Developmental Sciences, University of Illinois, and Hee J. Yoon PhD., student Psychology University of Illinois.

Through our MOA with the BESSI Research Group, which is attached in our partners' table, we will offer The BESSI training that will be designed by the group to help staff and volunteers recognize, understand, test, and enhance their own social, emotional, development and social, emotional behavioral (5) core and (32) subset (SED/SEB) skills; but in doing so, teach students and parents to do the same.

As per our MOA, which is attached working with this team of professionals, we anticipate that the first program year will be dedicated 1) establishing staff, student, and parent experiential and control groups, 2) creating confidential numerical identifiers, 3) year-one BESSI pre-testing to establish baselines, 4) year-one joint planning phase to design and develop social, emotional, development, and behavioral material, tools, and activities that will be used to train staff and volunteers how to teach purposeful SED/SEB development skills to students and parents, 5) finalize year-one professional development planning/teaching process and submit a copy to evaluator and funder, 6) begin implementation process beginning year-two, and 7) ensure pre/post-tests are completed and compared annually for years 2-5. The group will help our staff and parents identify and strengthen their ability to guide, teach, and transfer these essential (5) core and (32) subset SED/SEB skills knowledge along with the ability to help youth improve their own SED/SEB skills development. BESSI offers pre/post-testing and evaluation, which will assist with determining future youth development training needs. Additionally, training will be provided as identified by staff development needs assessments completed annually.

Continued Professional Development in Staff Meetings: BGCL leadership and management adhere to a regular meeting schedule as laid out in BGCL's Annual Development Calendar. Leadership Focus Groups are held monthly with Club staff, Unit Directors, Site Coordinators, and Area Managers in attendance. Leadership Focus Group topics include but are not limited to, staff development, understanding data, quality assessment, and continuous quality improvement. Additionally, Club management staff meet monthly with the CEO to discuss various topics, such as on-going Club concerns, operations, challenges, training, etc. Club management staff also meet weekly with the COO to discuss any on-going program concerns, operations, challenges, training, etc. In addition, 21st CCLC employees will be trained on 21st CCLC goals and outcomes that will provide a review of the grant application and the approved goals, objectives, and activities/strategies.
(Word count is 3949)

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_86_317867.pdf

Partners Table

Program Name: Tadmore Success Academy

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Hall County Public Schools	SD	In-Kind	$52,000.00	Goal 1,2,3 - Provide transportation beyond budgeted amount, provide afterschool snacks, access to student data
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
The BESSI Research Group	OTH, CU	In-Kind Curriculum Activity Consulting/Training Pr	$10,000.00	Consulting 2x yr. for Curriculum/Activity Development SED/SEB Core and Subset Skills for Goals 2-4 Students K-5, Staff, and Parents

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.

Detailed Plan of Action to Develop Advisory Council/Who Serves on Council: A 21st CCLC Success Academy Advisory Committee has been developed in partnership with the school district, all schools served by Success Academy, Boys & Girls Clubs of Lanier (BGCL) staff members, contracted tutors, contracted enrichment providers, Success Academy's external evaluator, additional partner organizations, and Success Academy students and parents. The Advisory Committee will be representative of all stakeholders and include BGCL's Director of Program Administration, Unit Directors/Site Coordinators, Area Managers, school administrators and staff, 21st CCLC external evaluator, community members/representatives from community businesses, parents, and students. The advisory council meets twice per year. Minutes for each meeting will be the responsibility of BGCL. Recording and maintaining attending participants' names and affiliations will be the responsibility of BGCL. The meeting agenda, budget details, and minutes will be recorded and disseminated to all members via email with files stored in BGCL's shared drive and maintained by the Director of Program Administration.

The advisory committee is very much a collaborative process, with input for the agendas coming from all committee members. The 21st Century Community Learning Center (21st CCLC) Advisory Committee serves as a vital nexus between the program and the community it engages. Charged with overseeing and evaluating program effectiveness, the committee strategizes for short- and long-term goals, and advocates for the program within the community and with local policymakers. Through community engagement, the committee fosters connections, assesses cultural competence, and ensures the program aligns with the diverse needs of the community. Additionally, the committee plays a key role in resource allocation, advocating for funding sources, and providing input on policies impacting the program. Discussions about sustainability will commence beginning during the first year funding is received. Actively involved in quality improvement, the committee monitors program quality, suggests improvements, and shares insights on best practices. As ambassadors, they contribute to outreach and promotion efforts, encouraging community participation and supporting parent and family engagement initiatives.

Ultimately, the Advisory Committee's multifaceted functions are pivotal in ensuring the 21st CCLC program remains responsive to the educational, social, and cultural dynamics of the community, fostering a holistic and impactful learning environment. Charged with these tasks, the advisory council focuses on key aspects of the existing program, program operations, potential areas for program expansion, opportunities for improvement, program recommendations, the observed needs of students, resource assessments, collaboration opportunities, sustainability, and the identification of challenges and concerns. Typical topics of discussion include expenditures, scheduling, operational policies, marketing, fundraising, evaluator updates, curriculum alignment, and state requirements. Additionally, special attention is paid to examining student progress as indicated by tutor feedback and BGCL staff reports. Report card results and end-of-course test results are also analyzed during meetings, a further indicator of student progress. The committee members 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 Director of Program Administration if appropriate.

The Advisory Committee currently consists of (34) members, including the 21st CCLC Program Director, (3) BGCL Area Managers, (6) BGCL Site Directors, (6) Lead Teachers, (4) Success Academy parents, (4) Success Academy students, (3) school principals, (2) assistant principals, (1) district administrator, (1) school counselor, (1) school teacher, (1) enrichment contractor/community representative, and the 21st CCLC external evaluator. The most recent Advisory Committee meeting for the existing 21st CCLC program was held on November 30, 2023, with the following members in attendance: She'Teriha Lewis-Hartley (former 21st CCLC Program Director), Shiannah Scott (BGCL Outcome Measurements Specialist), Anastasia Legakes (BGCL Chief Operations Officer), Jason Kaup (21st CCLC External Evaluator), Ari Guzman (21st CCLC Walters Club Unit Director), Neusa Wendt (21st CCLC Walters Club Lead Teacher), Renee Sweeney (21st CCLC Walters Club, Teen Center, and Fair Street Site Enrichment Contractor, affiliate of Extra Hands-on Deck), Angel Rodriguez (Lyman Hall Elementary School Principal), Paige Craven (21st CCLC Fair Street Club Site Director), Jamisha Willock (21st CCLC Fair Street Club Lead Teacher), Susan Davis (Director of Elementary Schools for Habersham County), Peggy Ingram (Tutor), and Summer Somers (21st CCLC Fair Street Club Parent).

Members not in attendance include: Amanda Irwin (BGCL Area Manager), Queonis Cistrunk (21st

CCLC Positive Place Club 1 Site Director), LaJuanna Brown (21st CCLC Positive Place Club 1 Lead Teacher), Gabriel Copeland (BGCL Area Manager), Havilyn Towns (21st CCLC Positive Place Club 2 Lead Teacher), Maria Lozano (21st CCLC Walters Club Parent), Erika Vega (21st CCLC Walters Club Parent), Guadalupe Romero (21st CCLC Walters Club Student), Jaylin Turcio (21st CCLC Walters Club Student), Cindy Maldanado (Lyman Hall Elementary School Assistant Principal), Karen Sanchez (Lyman Hall Elementary School Counselor), Alyssa Etheridge (Lyman Hall Elementary School Teacher), Shannon McGonigal (21st CCLC Teen Center Lead Teacher), Celia Vazques-Garcia (21st CCLC Fair Street Club Parent), Rylee Finch (21st CCLC Fair Street Club Student), Stephany Small (21st CCLC Tim Lee Club Site Director), Tracie Brack (Tadmore Elementary School School Principal), Judith Mancuso (Tadmore Elementary School Assistant Principal), and Luis Martinez (21st CCLC Fair Street Club Student).

We aim to enhance the representation of all stakeholders on our Advisory Committee by actively recruiting new members. As part of this initiative, we will extend invitations to our recently identified partners, inviting them to join the committee and contribute their valuable perspectives. To broaden our outreach, we will diversify our recruitment channels, utilizing platforms such as social media, community events, and local organizations. Current Advisory Committee members will actively participate in the recruitment process, leveraging their networks to identify potential participants. Recognizing the diverse schedules and preferences of individuals, we will provide flexibility in participation, including virtual meeting options. Our commitment is to create a more inclusive and representative Advisory Committee that reflects the rich diversity of our community and ensures the engagement of all stakeholders in shaping our organization's direction.

Plan Regarding Obtaining/Preparing/Distributing Snacks at Each Site: Nutritious snacks are provided in-kind by Tadmore Elementary School (TES) and the District. Since TECSA is conveniently situated within TES, the distribution of snacks is streamlined and convenient. The delivery of snacks is facilitated by TES. Whether in the form of pre-packaged food items, complete meals contained in a single package, or ready-to-eat fruits and vegetables, these items are handed directly to students for opening and consumption. Meals and snacks are not opened nor manipulated in any way by BGCL staff before consumption, thus BGCL is not required to obtain a food service permit.

MOA/Partners Table Completion: BGCL is tasked with acquiring and collaborating with secondary partners to optimize the effectiveness of our 21st CCLC programs, ensuring comprehensive services for the students under our care. Through established MOAs and contracts, BGCL has forged partnerships with diverse community providers and resource agencies. These collaborative efforts cover crucial aspects of the program, including the identification and referral of Success Academy participants, coordination of transportation, participation in annual needs assessments, and referrals.

Among our key operating partners for the Success Academy are the Hall County Public Schools, Tadmore Elementary School, and The BESSI Research Group. Each partner has formalized their commitment through an MOA, outlining their specific roles and contributions essential for the successful implementation of the FY-25 21st CCLC Success Academy program. These MOAs, included in the attachments, comprehensively detail the partner's role, services, expertise, Government Performance and Results Act (GPRA) Measures Collection Plan (if applicable), and/or funding (if applicable). The MOAs cover all necessary grant elements, including program goals and objectives, data-sharing agreements, GPRA measures collection plans, partner expertise, resources, financial contributions, roles, responsibilities, and capabilities, partnership duration, responsible party signatures, and an annual review statement. Additionally, these partners and their respective contributions are listed and identified in the Partners Table MOAs of this application.

Additionally, BGCL has a long-standing partnership with Legacy Link, Inc., wherein they provide resource opportunities for older active adults to perform volunteer service and obtain work experience at the 21st CCLC sites in a variety of capacities. Additionally, BGCL maintains an agreement with the University of North Georgia, offering students opportunities to volunteer in administrative support roles. However, MOAs for these partners are currently available. All our esteemed partners will be invited to contribute their valuable insights by serving on the 21st CCLC Advisory Committee.

(Word count is 1361)

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

MOA:

Hall County Public Schools

MOA: Hall County Public Schools_moa_86_220.pdf

Tadmore Elementary School

MOA: Tadmore Elementary School_moa_86_221.pdf

The BESSI Research Group

MOA: The BESSI Research Group_moa_86_231.pdf

Hall County Public Schools

MOA: Hall County Public Schools_moa_86_81.pdf

Tadmore Elementary School

MOA: Tadmore Elementary School_moa_86_21.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.

Program Information Dissemination To LEAs/Schools/Parents/Students/Community: 21st CCLC program information including dates and hours of operation, program location, program goals and objectives, description of the program, program successes, student performance, and upcoming activities and event details and pictures will be disseminated to the district, students at participating schools, parents, additional partner agencies, and the community.

Given the needs and gaps previously identified and demographic dynamics of our student population and their families' literacy needs; and our collaborative philosophy identified above, Boys & Girls Clubs of Lanier (BGCL) ensures that the reading difficulty/proficiency levels are appropriate and understandable for our targeted population groups. BGCL's Success Academy program staff including the Director of Program Administration, the Unit Director/Site Coordinator, the Curriculum and Community Partnerships Coordinator, and the Parent Coordinator will be responsible for disseminating all pertinent and understandable information to the LEAs, schools, students, parents/guardians, and the community.

Languages: BGCL employs bilingual staff, as needed, to ensure all families have access to language-appropriate information. Based on the population demographics the dissemination languages will include English and Spanish.

Information Dissemination Timelines/ Methods/Responsible Person: All promotional materials such as banners and brochures will be provided by BGCL and not allocated in the budget. BGCL's Director of Program Administration, serving as the 21st CCLC Program Director, will be responsible for ensuring the Unit Director/Site Coordinator collects all essential information. The Unit Director/Site Coordinator 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. The annual progress updates toward goals will be reviewed at each Advisory Committee meeting, which will include partners.

Specific dissemination marketing and promotion will begin in August 2024 and will include the following:

1. Banners, flyers, and brochures promoting the 21st CCLC program on-site and throughout the community; 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. Social networking sites with reported successes, event details, and pictures; email blasts to communicate to all partners and families of upcoming activities.

3. Reminder Application blasts to communicate all upcoming activities to families; 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; due to the large Hispanic population, translation of all printed materials in will be provided in Spanish.

4. We all serve as messengers about our program services and activities through word-of-mouth, events, press releases, annual reports, etc. However, in addition to our messaging, our Advisory Committee members will be responsible for the overall community outreach and communication efforts.

5. Our evaluation results/report will be made available to the LEAs, schools, teachers, students, and parents/guardians about our programs.

6. A newsletter will be sent to all families each month with Success Academy news highlighting all 21st CCLC programs; BGCL's website with all classes, pictures, activities, partners, and descriptions of the 21st CCLC's Success Academy program. Newsletters will be in English and Spanish.

Process/Strategy for Program Staff to Have Access to School-Generated Student Data: Using the critical framework of the FY-24 21st CCLC Subgrantee Operations Manual, updated August 1, 2023, Georgia Nita M. Lowey 21st Century Community Learning Centers Federal Reporting Government Performance and Results Act Guidance, Georgia's Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), we will provide the required data to meet the reporting requirements established by the United States Department of Education (USED) each year of the grant cycle through specific MOA collaboration and communication with our partners. Our MOAs describe and detail our strategies for meaningful collaboration. The MOAs establish how our partnership agreements will contribute to the communication process, share, and maintain a collective vision for our after-school and summer school programs, and have a collective understanding and agreement on the joint identification of the goals and objectives of the program.

The updated operations manual identifies the process for authorization and the insurance of a data-sharing plan and participation as required by FY-25 21st CCLC grant. It outlines and provides for collection of data that meet GPRA State Education Agency (SEA), and Georgia Department of Education evaluation requirements. Required data measures may include, but are not limited to, GTID numbers, report card grades, state assessment data, attendance, behavioral reports, annual teacher surveys, and GPRA-specific participation measures.

Based on that framework, MOAs, and contract agreements, BGCL, the District, and the Advisory Committee in conjunction with the external evaluator will design and develop a clear process for well-defined communication guidelines for dissemination of Success Academy's school-generated data and access. Upon enrollment into the 21st CCLC, parents of students will sign a document allowing for the dissemination of academic and behavioral information/records from the participating schools and the District for use in the 21st CCLC program per the Family Educational Rights and Privacy Act (FERPA). School administrators and the District Title I and/or School

Improvement Director will oversee communication about 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. Georgia Milestone Assessment 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 toward the stated program objectives.

This information will be provided for fall and spring assessments, throughout the school year, and the external evaluator 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.
(Word count is 981)
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.

Detailed Safety Plan: We, at the Boys and Girls Clubs of Lanier (BGCL), can never afford to miss any opportunities to keep children and youth physically, emotionally, and mentally safe and supervised, and it is especially important as we try to help students recover academically, socially, and emotionally from various family and community traumas including the recent 2020 COVID-19 traumatic social, emotional, physical and mental health-related pandemic issues.

BGCL's after-school programs are an important part of the educational process for our students. Our programming allows children to learn new skills, make friends, try new things, and provides a great opportunity to keep students connected and safe, so we address safety issues early on and keep these issues in mind throughout the year. Our after-school activities, which are acutely focused on social, emotional, and development/behavioral skills also help our students relieve stress, improve their academic performance, and empower them to make wiser choices regarding their safety. Participating in after-school activities helps our students learn how to set priorities and develop time-management and leadership skills and build important skills and relationships.

To make sure that our students are doing well, having fun, as well as staying safe, as an agency, we work to provide, instill, and model these guides for our students:

1) Self-awareness: Most children are very self-aware and know when something does not feel right. It is important to us to encourage this self-awareness and help our students understand how to keep themselves safe traveling to or from and while attending our after-school program setting. As a prominent and growing after-school program, we offer new and exciting things for students. In today's critical safety issues, it is important that we educate, train, and help keep our students alert and to be aware of their surroundings and who they are with, at all times. If students are not aware of their surroundings, they could easily become a victim of someone who is looking to take advantage of them. By teaching students to be self-aware, we can help them stay safe and make the most of their after-school experiences.

2) Positive Role Models: Serving as positive role models, we help to keep students safe. We strive to set good examples for them to follow, and we help them to learn how to stay safe. We keep a watchful eye on them during activities and make sure they know how to tell you if something makes them feel uncomfortable. We teach them about how to stay safe when they are home alone. We foster independence and responsibility by providing age/grade-appropriate lessons on self-care and the proper management of personal belongings. Most importantly, we are deliberately good listeners and ensure that they know we are there for them when they need to talk.

3) Designated Safe Place: If students feel uncomfortable or unsafe, it will make it hard for them to learn. We provide a designated safe place Club site, and we make sure that our after-school program – facility, staff, and volunteers create a safe space where our students feel comfortable and can focus on their task at hand.

4) Obey the Rules: One of the best ways to keep children safe is to teach them to obey the rules. If children know that they are expected to obey rules, they will be less likely to engage in risky behavior. As an after-school program, we have clear rules that are communicated to the staff, volunteers, children, and their families. The rules are enforced consistently. When children see that the rules are taken seriously, they will be more likely to follow them. Obeying rules is not only important for keeping students safe in after-school activities; it is also important for helping them to

develop self-discipline. These programs can provide a structure that children may not have at home.

5) Help Others: Teaching students to help others can help keep them safe as well. Some ways we teach students to help others:
• Talk to them about why helping others is important.
• Encourage them to be kind and help others whenever they can.
• Help them understand that by helping others, they are also helping themselves.
• Guide them on how to help if they see someone being bullied or hurt.
• Encourage them to speak up if they see something wrong happening.

6) Look Before Crossing: Our after-school activities are a great place for our students to socialize and learn new skills, but we also feel it is important to teach them how to stay safe at school, to and from the Club properties, and in their communities. We consider the safety advice "look both ways before crossing the street" to be a crucial tip, symbolizing a concept that is age/grade-appropriate and extends beyond the literal act of crossing a street. This will help them avoid a myriad of potential accidents and accidental encounters to stay safe while walking to and from and being engaged in our after-school activities.

7) Wear the Right Clothes: After-school programs take place outside of school hours. When children are enrolled in our after-school programs, their safety is of the utmost importance. One way we help keep students safe is by ensuring they have proper clothing, shoes, and coats and discreetly providing the resources to meet their needs. Students whose families are low-income and resource-poor are unnecessarily exposed to health and wellness issues by being underdressed for inclement weather but can also encounter poor self-esteem and isolation issues.

As we move forward, BGCL looks at and addresses the following safety measures:

a. Maintaining the On-site Safety of Students (Resource Staff, Sign-Out, Identification, etc..): The Success Academy (SA) FY-25 21st CCLC program will take place at the Tadmore Elementary School. When heading from their last class of the day to the TECSA-designated spaces, children are accompanied by school resource staff to ensure safety. When students arrive at the TECSA designated space, our staff meets and directs students safely inside the designated area. Our "Safe Passage" policy will include obtaining every name, address, and emergency phone number as well as medical information and placing it on the paper-based and electronic file system. BGCL staff will ensure that parents/guardians or a parent-approved adult sign-out the students when they are picked up. BGCL requires the 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. Exits and entrances to the facility are also always locked, with all guests required to be identified and granted access inside the building by a staff member.

Given the sad and constant news headlines, while not specifically pinpointed as a safety issue in this section, BGCL has put in place an entire crisis and emergency plan to include active shooters via our policy and procedures. As we advocate for our services guided by our mission to empower all young individuals, particularly those in greater need, to achieve their full potential as productive, compassionate, and responsible citizens, we acknowledge legitimate anticipation for the safety and security of facility users. This responsibility extends not only to students, staff, parents, and community members but also to us as caregivers and service providers.

We also provide and maintain adequate liability insurance during program hours. Additionally, BGCL's Safety Committee conducts quarterly site inspections to ensure facilities are safe and in compliance with all regulations, codes, and local laws.

b. Maintaining the Off-Site Safety of Students:
We are dedicated to not only ensuring the safety of students from potential threats within the Clubs but also proactively empowering staff to recognize signs and symptoms of child abuse that may occur outside the Club. This proactive approach addresses a prevalent safety issue faced by too many students. As a member of the Boys and Girls Clubs of America, we conduct and report through a BGCA-approved process the following training for all staff members and volunteers with direct, repetitive interaction with young people before providing services to young people, and annually thereafter:

1. Child Abuse Prevention: To recognize the types and scope of child abuse, misconduct, and exploitation, who abuses children, and its impact on youth and society. To understand the conditions that contribute to the risk of abuse, when and how it may occur. To learn practices to create safer environments and relationships to prevent abuse and protect youth.

2. Mandated Reporting: To know what is defined as child abuse under the state-mandated reporting law. To understand mandated reporters' responsibility to recognize, intervene, and report suspected child abuse, neglect, or misconduct. Every BGCL staff member, even those who do not work directly with the students, are mandated reporters and complete this course annually.

3. Grooming and Manipulation Prevention: To learn to recognize tactics offenders may use to manipulate trust, condition youth and adults to accept boundary-crossing behaviors, and undermine youth and adult trust in their own judgment. To know how to respond to disclosures, how to report suspected abuse to Child Protective Services and what to expect when your organization makes a report.

4. Organizational Policies. To know the Organization's policies and procedures, including safety policies; Understand how to implement policies and procedures.

c. How Facility Will Safely Accommodate the Proposed Number of Students and Meets All Applicable and Accessibility Standards including the American Disabilities Act:

The TECSA program will take place in designated classrooms/gymnasiums/cafeterias inside Tadmore Elementary School, which adheres to an American Disabilities Act (ADA) compliance plan per annual mandatory fire inspections. The facility, with 48,000 square feet of occupied space and a (750)-person occupant load, meets appropriate square footage calculations to accommodate the projected population size for 21st CCLC programming. BGCL ensures that any facility our programs take place at, whether owned by our organization or owned by another, complies with safety codes and regulations through established policies and procedures. This underscores our commitment to

maintaining a safe and conducive environment for all participants.

Detailed Transportation Plan: There is no need to transport students to the facility, being that the TECSA is located inside the school students attend and the program begins right after the school lets out. They are transported home by a school district bus or picked up by a family member. Parental notification will be acquired through a parent meeting that will address "Safe Passage" procedures to build trust.

a. Maximum Student Travel Time to/from After-school Site:
No TECSA Student will travel via bus more than 45 minutes from the TECSA after-school program to home. Taking into consideration the age of the students (K – 5th grade), the number of students to be transported, and the proximity of students' homes to the TECSA Club Facility, the given time allotment is reasonable. Once students are identified for the program, a bus route will be generated by the District Maintenance and Operations for students who register for transportation home.

Types of Vehicles Used to Transport: All vehicles used will be the District school-approved licensed, safety-inspected, and insured. All the District drivers meet school district and Department of Transportation requirements and are trained on topics including safety, student discipline, and emergency procedures. Bus drivers receive national criminal background checks. The District provides liability insurance when children are being transported home and is aware and vigilant regarding daylight savings time concerns when ensuring students arrive home safely. BGCL will not use any non-traditional transportation services; therefore, there is no need for a transportation policy to address insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for drivers or substitute drivers; nor for periodic maintenance and inspection records.
(Word count is 1926)
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.

Detailed Sustainability Strategies: BGCL has been developing and will implement a plan to increase the likelihood of sustaining the 21st CCLC program in the face of reduced and ultimately discontinued funding. This proactive approach aligns with recent agency-wide efforts in this regard. As an introduction to that, our overarching belief is that sustainability is a combination of many things that in unison create a pathway to make "something capable of withstanding unexpected challenges and has the competence and capacity of lasting over the course of storms and time." The COVID-19 Pandemic was not an envisioned event and subsequently left in its wake human, health, physical, business, and financial loss and destruction on many fronts at an unprecedented level, challenging the very definition of sustainability and resiliency. Learning from that and as highlighted in statements from "The Roadmap to Sustainability 2023" a report published March 2023, by The National Center for Community Education in collaboration with the After-school Alliance with previous support from the Charles Stewart Mott Foundation, "more often than not, sustainability is thought to mean raising money. But money is only part of the equation. We must have quality programming to raise money, we must prove that we have quality programming to establish and maintain strong collaborative partnerships through results -student outcomes and program evaluations, and to show effective results we must have quality control, good management practices, well-trained staff, dependable volunteers, balance academics with fun and enrichment... and so it goes". We have those things; however, we have just been so focused on maintaining those qualities that we have not spent time on developing a strategic 5-10-year sustainability plan. So, to strengthen our sustainability posture, we here at BGCL will develop an agency-wide and 21st CCLC-specific sustainability plan. The plan will include developing a Sustainability Committee, utilizing, and empowering the 21st CCLC advisory committee, enhanced and focused board involvement, utilizing the Resource Development Department to create a 21st CCLC sustainability plan, and leveraging collaborative partnerships.

We will begin forming the Sustainability Committee during the first year 21st CCLC funds are received. Once formed, the Sustainability Committee will devise a 5 – 10-year sustainability plan. The Sustainability Committee will pay special attention to sustaining the 21st CCLC sites. The committee will consist of community stakeholders, school, college, civic, and public representatives, retired seniors, local funders, parents, and youth who will meet initially every month to create the framework for the plan. The minimum key elements in developing strategies for this plan will include (1) diversifying collaborative partnerships; (2) enhancing our diverse portfolio of funding sources; (3) revealing our high-quality programs and evaluation proven results; (4) increasing and expanding support from school administration & other key champions; (5) increasing and strengthening community outreach and engagements; (6) conducting (2) semi-annual fall/spring open house invitations for community leaders, policymakers, private schools, colleges, community service providers, local and college service groups and sororities, other medical/health non-profit providers, local private funders, and parents; (7) dependable alternative service delivery options; and, (8) solid diversified accrual and in-kind funding revenue streams.

Additionally, the 21st CCLC Advisory Committee will work exclusively on sustainability efforts for all 21st CCLC sites. As described in 3.3.5 Advisory Council and Operating Partnerships, the committee plays a key role in sustainability, resource allocation, and advocating for funding sources. Discussions about sustainability will commence beginning during the first year in which funding is received. Our advisory committee members working with our 21st CCLC Program Director will also participate in the execution of sustainability efforts by coordinating, planning, and executing fundraising activities with staff for Clubs in their respective areas. Members also help recruit new program partners and volunteers; build relationships with potential funders; identify local resources to leverage; assist in the development of funding proposals; and track progress on sustainability

benchmarks.

With the above portrayal of what we will incorporate, and as addressed previously in Section 3.3.4 Staffing and Professional Development, BGCL, serving as the lead/fiscal agent brings to the table a 69-year-old organization with a combined total of more than 75 years of experience in agency and program planning, identifying, securing, and managing essential resources to meet our mission has served as the concrete foundation of our sustainability efforts so far. Our board members and Resource Development Department will focus keenly on strategies to sustain the 21st CCLC sites during the reductions in funding in years 4 and 5, and ultimately when the funding ends.

Board of Directors/Governance: We are guided and governed by our dedicated and visionary 28-member Board of Directors. The board's extensive background, knowledge, skills, experience, and fields of expertise include legal, banking, accounting, insurance, corporate, real estate, technology, and education. They utilize the "get give" rule, referring to the expectation that board members should both "get" involved actively in supporting the organization and "give" in terms of contributing financially or leveraging personal connections to raise funds for the non-profit. Their commitment to the organization's financial sustainability is unwavering, with (100%) making annual financial contributions to help BGCL achieve its mission. They understand that to solicit support from others, they must lead by example. Their demonstrated commitment comes not only in the form of personal donations but also in fundraising efforts and leveraging their personal networks to secure donations from others.

The Club's Vice President of Development, Terri Tubbs, will work with the 21st CCLC Program Director, Annual Giving Manager, and Grants Coordinator on specific strategies including cultivating, stewarding, and soliciting individual and corporate donors, direct mailers, social media campaigns, acquiring additional grants, establishing new relationships with funding partners and foundations, and special fundraising events to ensure the sustainability of the project, as well as work with local community agencies and partners to contribute resources to the program. With Ms. Tubbs' proven track record of leading development teams, strong connections in the community, and raising more than $1 million annually, the Resource Development Department is sure to track and exceed the 21st CCLC sustainability goals.

Long-Standing/Collaborative Partnerships/Partnership Building: This is a joint partner application with the Hall County Public Schools. The District, school, and their staff's participation and support are an integral part of the program's success. The school principals will support the program by working closely with BGCL's staff through the advisory council meetings. The District will continue to provide support for the data collection, recruitment, retention, and transportation of students.

As participatory partners, BGCL's leadership and staff, board, the Sustainability Committee, school, and district partners, and the 21st CCLC advisory committee will continue to review, revise, and expand our strategic and financial plans to maintain comprehensive academic enrichment programming and the funds to fully support them. Agreements will continue to be sought with local organizations and partners to continue to provide resources to support the program in the areas of tutoring, parent involvement, enrichment classes, in-kind contributions of materials, services, other support services, and staff development. Additional formalized partnership agreements will be sought with identified potential partners to provide core enrichment program services.

Sustainability Funding Plan Strategies/Description/Contribution Time Frames/Partner List & Contributions/Other Anticipated Revenue Sources/Resources: In year 4, the funding is reduced by $34,557. In year 5, the funding is reduced by $69,113. Acquiring funding for a single year to sustain the entire program after the 5-year duration of the 21st CCLC grant would necessitate $345,563. The Sustainability Committee, 21st CCLC Advisory Committee, the board members, and the Resource Development Department will adopt these figures as their fundraising targets.

The Resource Development Department's detailed fundraising plan, including time frames for securing each contribution, is as follows:

In 2027: Retain 65% of major donors; retain 50% of all other donors; elevate (5) smaller donors to major donor status; cultivate (30) new prospects; acquire (20) new donors; steward all donors with phone calls, lunch meetings, etc.; sell (200) golf tournament tickets; sell (200) Gala tickets; sell (2,500) "ducks" for the duck derby fundraiser; acquire (75) silent auction items; send (3,000) direct mailers to donors; all board members make their annual contribution; all board members get at least (2) friends/family members/acquaintances to contribute; solicit all existing corporate partners; acquire (2) new corporate partners; submit (3) grant proposals to foundations that give on an annual or semi-annual basis; establish new relationships with at least (1) foundation that has never granted to BGCL before; cultivate existing foundation partners; make (2) social media fundraising posts per day on all platforms. The submitted grant proposals will be crafted to secure funding for Success Academy expenses, including program personnel and supplies. Apart from the funds specified in the grant proposals outlined in this plan, all remaining funds would be unrestricted and available for use across 21st CCLC sites. If our track record in fundraising holds true, the results of these endeavors are anticipated to surpass the year (4) reduction of $34,557. These funds will be available for use in 2028 when the year (4) reduction occurs. The CEO, Director of Finance, Chief Operations Officer, and the board will collectively supervise the budget, proactively anticipate funding decreases, and allocate these resources to 21st CCLC sites to offset the reduction in funds.

In 2028: The same strategies listed above will be used with the measures and percentages increased to ensure more funds are raised. If our track record in fundraising holds true, the results of these endeavors are anticipated to surpass the year (5) reduction of $69,113. These funds will be available for use in 2029 when the year (5) reduction occurs.

In 2029: The same strategies listed above will be used with the measures and percentages increased to ensure more funds are raised. If our track record in fundraising holds true, the results of these endeavors are anticipated to meet the $345,563 it would take to fund the program for an entire year. These funds will be available for use in 2030 when funding ends.

Past/Future Grant/Restricted Funding/Sources: Through our grant searches and the Resource Development Department's efforts, BGCL has excelled in securing resources for our after-school and summer student programming. These efforts were boosted by our first 21st CCLC grant over a decade ago. Additionally, we have established partnerships with three United Way organizations, one community foundation, and several other local and regional foundations that provide annual funding

support. Being a member of the BGCA and the Georgia Alliance of Boys & Girls Clubs opens additional avenues for consistent funding opportunities. In some instances, we receive funding without the necessity of formal applications, highlighting the strength and reliability of our connections within these networks.

Past Grant Funding Demonstration (2022-2023):

1. 21st CCLC FY 2022 @ $1,915,662

2. OJJDP/Federal @ $71,000

3. Ga. Alliance of Boys & Girls Clubs Pass-Through/Federal @ $1,645,428.94

4. United Way of Greater Atlanta @ $50,000

5. USDA CACFP At-Risk After-School Snack Program/Federal @ $225,207.99

6. Hall County Government - ARPA @ $250,000

7. United Way of Hall County @ $40,000

8. United Way of Habersham County @ $25,000

9. The Arthur Blank Foundation @ $400,000

10. Community Foundation of North Georgia @ $18,750

11. Jackson EMC Foundation @ $18,000

12. The Clipper Petroleum Foundation @ $3,000

Campaign/Event/Unrestricted Funding Demonstration: We recognize the importance of diversifying our funding sources beyond grants. In addition to grant funding, we have implemented strong individual giving and special event programs. These initiatives are strategically designed to nurture, engage, and seek support from our donors, generating unrestricted funds that can be allocated to areas of greatest need within our programs.

1. Annual Golf Tournament: We host a golf tournament every year in October that not only raises between $61K to $65K, but allows us to continue to cultivate new supporters, donors, and volunteers.

2. Annual Gala: Originally conceived as a donor appreciation gathering featuring a modest silent auction, our Gala is evolving into a prominent fundraising occasion. With a focus on maximizing financial impact, the event now includes an extensive silent auction, aiming to generate substantial revenue. The Gala serves as a strategic platform for encouraging supporters and donors to explore end-of-year giving opportunities, capitalizing on potential tax benefits. Additionally, attendees are encouraged to share their positive experiences and refer friends and family for future support, fostering a community of sustained backing. Our first fundraising Gala will be held in 2024 and we expect to raise over $200,000.

3. Annual Duck Race: Our Duck Race occurs annually in May. This event raises between $230K -$240K annually and engages our supporters in a unique and fun fundraising event.

4. Annual Donor Campaign: BGCL conducts and successfully runs an annual campaign. Last year we raised $1.9M. This campaign involves individual giving, corporate giving, direct mail solicitations, and social media solicitations monthly to continuously build our revenues of individual and corporate unrestricted donation funds. We have 1,885 donors with an average gift of $4,204 with a 47.4% donor retention rate.

5. Capital Campaigns: Through three capital campaigns over the last several years, we have raised over $16M. With this funding, we have been able to build and expand into areas where there are huge gaps in after-school services programming. As we expand our presence in underserved areas, we will actively engage with local communities, anticipating an increase in fundraising efforts to address evolving needs.

6. Reserves: When possible, the Director of Finance sets aside funds to address future uncertainties. These reserves are an essential component of financial management, providing stability and sustainability by ensuring the organization can continue to fulfill its mission in times of reduced funding. Anticipating funding reductions and the conclusion of financial support, DF will endeavor to set aside an appropriate amount of funds in reserve, if feasible.

Beyond Financial Sustainability – In-Kind Resources: Our sustainability plan will continue to include working directly with business partners and schools, increasing the number of mentors and volunteers working with students. Volunteer organization partners such as Legacy Link and the University of North Georgia will continue to provide volunteers and/or mentors to work with students as this effort is their core mission.

Beyond Financial Sustainability – Maximize Investment in Professional Development: No matter where you work, when you work with children and youth, one of the key and resounding themes is the need for additional training and professional development opportunities for school and program staff, and at BGCL, our internal assessments verify that necessity. A well-trained and educated staff is integral to program sustainability for several reasons. Firstly, a knowledgeable staff is better equipped to deliver high-quality programs that meet the needs of participants effectively. This enhances the overall impact and reputation of the program, contributing to its long-term success. Additionally, a trained staff is more adaptable to changing circumstances, allowing the program to evolve and stay relevant over time. Furthermore, staff members with expertise are likely to foster positive relationships with participants, parents, and the community, strengthening support for the program.

To meet this need, BGCL continues to pursue professional development opportunities. Under the

leadership of Dr. Legakes, we provide Boys & Girls Club required professional development training on how to educate minorities and economically disadvantaged children as a paramount priority. In addition, as a part of this application program, we are adding to BGCA's Social Emotional Learning Training the Social, Emotional, Behavioral (SEB) core and subset skill pre- and post-testing for our entire staff using 'The Behavioral, Emotional, and Social Skills Inventory' (BESSI), developed by Dr. Soto and his research team. This is being incorporated because as reports have indicated, "Traditionally, Social Emotional Learning (SEL) programming has been organized around student-level outcomes with a focus on helping students build the skills they need to succeed in-school, work, and life. However, there is a growing awareness that the social and emotional competence of adults is a critical component of high-quality SEL. Unsurprisingly, it is difficult for educators, schools, ECE, and OST staff to model and teach SEL skills and competencies to children if they themselves do not understand, believe in, or possess those skills themselves. It is therefore important to provide adults with adequate motivation and opportunities to develop and practice their own social and emotional skills, and to align SEL programming and content with the values, culture, needs, goals, and comfort level of the adults delivering it (Jones & Kahn, 2017)".

The BESSI pretests will establish a baseline to help us determine what our staff's areas of strengths and weaknesses are and what resources we need to provide to help them improve their (5) core and (32) subset Social, Emotional, and Behavioral skills. The post-tests will help determine the outcome progress. This is an important step for the students, parents, volunteers, staff, and the agency because it is documented that "when adults have strong SEL skills and the knowledge and tools….they are better able to build relationships with students, effectively manage the learning environment, and deliver SEL curricula (Jennings & Greenberg, 2009)".

By emphasizing professional development opportunities and the importance of adult SEL skills, BGCL aims to enhance relationships, effectively manage learning environments, and deliver SEL curricula, ultimately benefiting students, parents, volunteers, staff, and the entire agency by contributing to high-quality service delivery that will enhance program sustainability.

Beyond Financial Sustainability – Creating a Fun and Engaging Program: As addressed in Section 3.3.3 Recruitment and Retention, all too often, we tend to only credit sustainability on funding, adults, other agency partnerships, etc., while sometimes not recognizing our 1st and foremost partnership is with the students we serve. We tend to forget that if students are not excited about attending our after-school programming, eventually, it will not be sustained. So, we here at BGCL make concerted efforts to recruit and retain students by offering them enticing and supportive opportunities and programming. We invite students' input in matters that shape their lives, take youth preferences seriously to enhance positive identities, build leadership, relationships, character, and enhance skills in a safe place. We listen to learn about what is important to them, we include youth and their families in program development and evaluations. We work to develop their strengths and meet their aspirations, which validates and keeps our program sustainable.

Beyond Financial Sustainability – Leveraging Evaluation Results: We are proud of our program accomplishments, student impact, and outcomes. Our evaluations have always demonstrated our success and we will take every opportunity to share our evaluation results with other federal, state, and local funders to leverage our FY-25 21st CCLC funding, just as we have done in the past. The 21st CCLC program evaluation will be shared with the community, schools, parents, partners, and potential funders to demonstrate its impact and evidence base that could help us secure other funding and/or in-kind resources from local industries, foundations, and community businesses.

As indicated in Section 3.3.1 Program Plan and Implementation A. Program Success: When we first applied for 21st CCLC funding we had (37) staff, (280) volunteers, serving (1,625) Club members at (8) Clubs and a total of (5,605) youth served annually in one county. A decade later, for this application, we have grown to have (284) staff, (400) volunteers, serving (2,882) Club members at (25) Clubs and (7,500) youth annually in (3) different counties. We have a strong record of accomplishment demonstrating that we not only leveraged and sustained our grant program responsibilities to meet the need and our mission, but we also surpassed expectations. Our ability to strategically leverage, sustain, and grow our program services, partnerships, community outreach, and support, is because of our response to the communities' needs. Our sustainability efforts are a steady focus, so the timelines and benchmarks are visible year-round. As identified above, we will have no difficulty meeting the needs of our target population when fiscal reductions occur in years four and five, nor continuing our quality after-school programming as presented in this application. We plan on and expect to continue to grow our locations and services to children and youth so that we continue "To inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, and responsible citizens".
(Word count is 3221)

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.

BGCL is committed to transparent accountability through a comprehensive quality third-party evaluation appropriate to address our Success Academy (SA) program goals, objectives, activities, timelines, and documented performance measures and resulting outcomes. A third-party evaluator has been 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 with 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 SA 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 towards 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 Use/Description/Qualifications: BGCL solicits bids for external evaluation annually. Internally, we decide based on organizational fit, knowledge, expertise, and experience with 21st CCLC grant evaluations history and targeted population, cost, and other relevant factors, which are outlined in our annual contract. For our FY-25 21st CCLC SA Program, BGCL has again decided to contract with the External Evaluator, Pioneer Regional Educational Service Agency (Pioneer RESA). 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. 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 the outcomes.

Pioneer RESA evaluators are assigned to programs for evaluation based on the requirements of the grant program and their areas of expertise and training. 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. The 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 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. The current external evaluator assigned to our agency by Pioneer RESA is Dr. Jason Kaup, who has been our external evaluator since the 2021/22 school year. Prior to that, we worked with Dr. Michael Bush (Pioneer RESA) until his retirement. Data for evaluation of the BGCL 21st CCLC 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. Should we have any concerns/issues, we can always reach out to the Pioneer RESA Agency Director. The evaluator contract is an annual contract based on 3% of the grant request and the resume credentials of the assigned evaluator are available upon request.

Description of the Qualifications of the Individual Evaluator: Dr. Jason Kaup's summary of experience qualifications include serving as an educational leader with twenty-four years of experience. He has a demonstrated quality with an organizational focus; able to communicate effectively with stakeholders in areas that include instruction, classroom management, supervision, human resources, external evaluation, education policy, and school district operations; progressive experience at all levels in the school district from classroom to district office; able to provide support to educators and leaders in our region through the network and relationships afforded through Pioneer RESA. Dr. Kaup's educational background includes, 2016- Georgia State University Atlanta, GA; Ph.D. Educational Policy Studies; 2004 North Georgia College and State University Dahlonega, GA; Ed.S., Teacher Leadership; Ed.L., Administration and Supervision; Piedmont College Demorest, GA; M.A.T., Broadfield Science (7-12)/Middle Grades Education (4-8); 1996 Limestone College Gaffney, SC; and B.S., Pre-Med./Biology,

Evaluator Qualifications Sought: BGCL feels that the evaluator should have a minimum of (5) years' experience in conducting 21st CCLC summative and formative evaluations, experience in research design and evaluation, expertise in the tasks and deliverables required for the local evaluation; the skills to work closely with the program staff to document program activities, develop performance measures and understand the context of the program; conduct regular meetings with the program director to create an evaluation plan for the program that includes multiple growth and achievement outcome evaluation data points as well as process evaluation data; identify data to collect in order to obtain a complete picture of the program and provide a plan for data collection, analysis and reporting; manage the data collection process and ensure the program is meeting established program goals, objectives, and timeline; produce formal reports and presentations for stakeholder meetings; analyze data by demographic subgroups and attendance to determine if outcomes differ over time and provide recommendations; provide assistance to program directors to embed strategic thinking about program improvements into the daily functions of the staff; observe program

activities and conduct structured (uniform, prearranged questions asked during an interview to ensure research consistency) and unstructured interviews (questions asked that develop conversationally during the course of the interview) with the staff and other stakeholders; participate as an integral part of the stakeholder team and help the stakeholder team monitor and adjust its work to understand the full impact of the program on the students, the families, and the community. We expect the evaluator to conduct monthly site visits, check-in with Program Director to discuss notes and recommendations-quarterly, attend Advisory Committee Meetings- per semester, complete annual - Formative Assessments (due January), Summative Evaluations (due June), Summer Evaluations (due August).

Evaluation Plan Implementation Outline: Evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments includes: 1) A description of the program, including: Location, Grade Levels, Length/days, Programming. 2) The program goals, including: The expected student academic outcomes and social development outcomes and detailed information about measurements. 3) Evaluation Questions including: The focus for the process evaluation and the focus for the formative and summative evaluations. 4) How the program plans to answer each of the evaluation questions, including: Evaluation design, target populations, how data will be collected and methods to be used, data sources, timeline for data collection, and methods for data analysis (include both process and outcome data). 5) A description of the roles and responsibilities of the people who will assist with the evaluation, including: The evaluator, program staff (if applicable), and the stakeholder team. 6) A list of the stakeholder team members, including name, title, affiliation, and contact information. 7) A description of how the program will use and disseminate the evaluation findings. 8) Name and contact information for the person who is responsible for answering questions regarding the Evaluation Plan. 9) Appendices a. Protocols and Survey Instruments b. Evaluator resume.

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 FY-25 21st CCLC program. Our 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.

3.4.2 Expected Reporting Outcomes Elements Formative Evaluation Requirement

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 semi-annual Advisory Committee 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 report card grades, programmatic records, BESSI pre/post-tests, BGCA pre/post-tests, sign-in sheets/parent attendance records, communication logs, BGCA staff survey data, school discipline records, 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 goals and objectives 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.

Evaluation 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 semi-annual 21st CCLC Advisory Committee meetings. Baseline data will be collected before the program begins and comparisons made to the baseline data at the first Advisory Committee 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 program's progress and provide a basis for formative change to improve the success of the participating students. Progress towards attainment of objectives and specific performance measures will be reported to students, parents, and the community.

Monthly newsletters will be delivered to parents of students enrolled, partners, and other stakeholders indicating this same information about the program participation rates and student group achievement progress. All data and progress towards objectives and benchmarks will be delivered to the 21st CCLC Advisory Committee semi-annually. Based on the data report, the 21st CCLC Advisory Committee will evaluate the need for program revisions and improvements to ensure the goals are achievable.

Data Collection Methods/Who Will Collect/How Data Will be Collected: With the direction and guidance of the evaluator, BGCL's Program Director and designated staff will collect a variety of data (process, descriptive, formative, and summative). Pre, Mid, and Post School year data will be collected from after-school program records; BGCL staff surveys, BESSI pre/post-tests, BGCA pre/post-tests, sign-in sheets, communication logs, all involved schools, and GCPSS. 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/attendance records/sign-in sheets/communication logs for parents and after-school staff at the end of each school year; and iii. school report cards, including attendance and student grades, ELA/reading and math scores, and school disciplinary records. In addition, the evaluator will Guide the Youth Program Quality Assessment (YPQA) process; Assist the program with initial implementation; Use local data to guide a performance improvement process and a sustainability plan; Review with program staff the 21st CCLC On-site Monitoring Documentation Form; Assist with the completion and submission of the Annual Report Form; and collect any additional data requested by the local grantee. Data will be used to provide proof that grant activities are being fulfilled and milestones are met to show

evidence that the work being performed results in the outcome-driven goals, objectives, and results listed in the grant proposal.

Data Collection Types/Measures/Sources: 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, 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 ELA/reading, math, behavioral skill improvement, and overall increases in reading proficiency, etc.

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 programmatic records, attendance records, disciplinary records, BESSI pre/post-tests, BGCA pre/post-tests, sign-in sheets, and other instruments developed by the evaluator. We will also use self-reports from students, parents, 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, test results, attendance, disciplinary records. Program refinement will be on-going according to data retrieved during the quarterly reporting periods. The advisory committee and BGCL staff will review the data at semi-annual meetings and review recommendations for changes.

Data Collection Proposed Timeline for Continuous Overall Objective Progress Assessment: The 21st CCLC SA data collection process on different items will occur at different intervals. Report card grades 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.

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 on-going quality programming. As addressed in our Program Plan and Implementation Section 3.3.2.1 Quality Contact Time, both our direct and indirect quality contact helps address our progress towards successful objections outcomes because 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 school, and we address safety, health, and physical space; code of conduct; relationships; and our overall program climate.

Bench Marks Process Evaluation Questions: Questions include: Is our tutoring/teaching model being implemented with integrity? If not, why not? Does 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: Questions includes: Have students improved in their ELA/reading and math ability, SEB development, and college/career readiness skills as anticipated, after their participation in the program? If students improved in their ELA/reading and math ability, SEB development, and college/career readiness skills how much change occurred, in which areas, and in whom have these changes taken place? What tutoring/teaching practices caused the ELA/reading and math ability, SEB development, and college/career readiness skills changes in students? How will the outcomes of students enrolled in the BGCL ELA/Reading/Math tutoring, and SEB development 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?

The milieu that drives us to achieving our program objective benchmarks includes:
1. SA's program environment:
a. Management/Administration/Organization:
i. Safety,
ii. Health,
iii. Physical space,
iv. Resources,
v. Positive Human relationships.
b. Programming/Instructional Features/Activities,
i. Academic Support.
ii. Positive Youth Social, Emotional Behavioral Development Skills.
iii. Character/Citizenship Building.
iv. College/Career Readiness.
v. Enrichment.
c. Family/Community Involvement,
i. Connecting/communicating with and listening to parents/guardians to understand their needs.
ii. Engaging family members – conducting academic sessions, events, and referrals for supportive services.
iii. Encouraging/supporting family members involvement – offering BESSI pre/post-tests to help parents understand the SEB development, and college/career readiness skills being offered to the students and to them to help their children and youth.
d. Staff/Professional Development.
i. Conducting weekly/monthly staff and leadership meeting
ii. Completing mandatory training and pursuing professional development opportunities as often as possible
iii. Attending 21st CCLC conferences/trainings, BGCA conferences
e. Program Self-Evaluation.
i. Internal and external reviews of our performance.
ii. Identifying and addressing weaknesses.
iii. Acknowledging and capitalizing on our strengths.
iv. Address and fix what is not working.

v. Expand what is working.
vi. Fine Tune Program Features.
vii. Continue to grow.

Anticipated Methods for Both Continuous and Overall Data Analysis: BGCL's methods for continuous and overall data analysis will be based on our core values in our evaluation design. That includes focus on 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 SA 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. Our evaluation meetings will occur monthly. Programmatic adjustments will be made if needed quarterly; 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 SA 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 SA's services to students, their parents, and SA program staff.

Accountability: Accountability to the Funder, Consumers, and Stakeholders: Formative and summative data will produce empirical and documented evidence that BGCL's SA 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 SA 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 SA 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.

Written 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" Formative Evaluation: 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 towards stated outcomes. This evaluation will utilize quantitative (test scores, attendance records, etc.) and qualitative feedback from participants and stakeholders (students, parents, administrators, teachers, and BGCL key program staff) for on-going program improvement. Upon completion of quarterly evaluation, the CEO, SA 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 SA program written formative evaluation reports will include documented written reports by the external evaluators and contain, at a minimum, the following elements: Student attendance, program operation, objective assessment, and recommendations.

As required by law, all 21st CCLC programs must indicate how each activity satisfies the Principles of Effectiveness [Section 4205(b) of Title IV, Part B]. 21st CCLC programs and activities must be based upon: An assessment of objective data regarding the need for before and after-school programs (including summer school programs) and activities in schools and communities; An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and, Where appropriate, evidence-based research shows that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ evidence-based strategies when providing services where such research has been conducted and is available.

Each of BGCL's activities as outlined in this evaluation report section satisfies the Principes of Effectiveness. We will undergo periodic (formative) assessments to monitor our progress towards achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment and overall student success.

GaDOE's Expected Reporting Outcomes: Formative Reports A mid-year formative report will be prepared, submitted, and delivered to BGCL Board of Directors, the District, and GaDOE no later than February 1st of each funded year – all required elements will be reviewed and presented.

3.4.3 Expected Reporting Outcomes - Summative Evaluation Requirement

Progress Assessment of Narrative Identified Goals and Objectives: 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 daily with bi-weekly and monthly compilations. Quarterly and annual evaluations and the accompanying reports will be used to determine progress towards 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 the Goals Section, we have provided a detailed outline of all goals and objectives and rather than repeat each of them will refer to each here by number only. In concert with the evaluation team and assigned evaluator, our SA Program staff will use the following strategy to assess the progress towards each of objective identified in the grant narrative:

For Goal # 1 and its 3 objectives, the data sources used to assess progress on objectives 1 and 2 will be report card grades. Benchmark assessments will be collected at the end of each nine-week grading

period. The data sources used to measure objective 3 will be BGCL programmatic records. These data sources will be used to provide both a formative and summative evaluation.

For Goal # 2 and each of its 8 objectives, the data sources used to assess progress on objectives 1 – 6 will be BESSI pre/post-tests. Benchmark assessments will be conducted mid-year. To evaluate progress on objective 7, report cards, which encompass attendance records, will serve as the primary data source. The data source used to assess progress on objective 8 will be BGCA pre/post-tests. These data sources will provide both a formative and summative evaluation.

For Goal # 3 and each of its 4 objectives, the data source used to measure objectives 1, 3, and 4 includes sign-in sheets from parent workshops/family events. The data sources used to measure objective 2 include sign-in sheets from parent workshops/family events, parent attendance records at parent conferences with after-school staff, and communication logs kept by the Parent Coordinator.

For Goal # 4 and each of its 2 objectives, objective 1 is measured using BGCL staff survey data, while objective 2 relies on BESSI pre/post-tests. The Pioneer RESA evaluator interviews, observations and participation 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.

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 to gather data, analyze for goal and objective obtainment, and guide for success of the program.

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 SA program completed summative report will include, at minimum, the following sections:
1. Overview and history
2. Student attendance, enrollment, behavior
a) Total and regularly participating student enrollment
b) Student demographics (e.g., gender, ethnicity)
c) Average daily attendance
d) Core Development Behavior Skills
3. Program operation
4. Quality of staffing
5. Objective assessment
6. Student Retention
7. Evaluator observations
8. Progress towards sustainability

Information Use to Monitor Progress/Report Success to Stakeholders: The SA will use the evaluation information to review, identify, and assess the program's success and any shortfalls to meeting our goals and objectives. We will capitalize on our successes, address, and restructure any identified shortfall issues in a timely manner to correct/modify our activities to ensure we are complying. We will use both process and outcome evaluation. The process evaluation findings will allow us to make informed decisions towards continued improvement of our program services. We want to train our tutors (both certified teachers and community volunteers) to provide high-quality tutoring and youth development guidance more effectively to our students. The outcome evaluation findings will enable us to decide whether the increased ELA/reading and math abilities, SEB development, and college/career readiness skills of students are in fact, the result of our program services. The evaluation will provide us with information on causality. The evaluation findings will also be applied to improving promotion and outreach activities for recruiting new BGCL members, new community volunteer tutors, non-profit partners, and strategic business partners. In addition, we will report our findings to other supporters/stakeholders, including funders and community partners by reviewing evaluation results at Advisory Committee meetings and distributing summaries of the evaluations via email. Evaluation reports will be made available to the funder, BGCL and the District staff, the 21st CCLC Advisory Committee, all other stakeholders, parents, and students annually and upon request. Because of our large ELL population, we will post in English and Spanish the summarized evaluation information using BGCL's website and social media sites.

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.

BGCL will submit an annual summative evaluation report by June 30. The summative report will provide a detailed summary of the program and progress towards meeting each stated goal and objective. Our summative report will include data collected during the academic year at minimum, the following sections:

1. Overview and history: We will provide a general overview of our SA 21st CCLC program, including a history of previous operation and how the program has progressed and improved over the past year(s) of operation.

2. Student attendance and enrollment: We will provide an overview of the student attendance and enrollment including comparison of attendance data for prior years under the current grant cycle, if applicable, (i.e., How has attendance increased or decreased?). • Total and Regularly Participating Student Attendance (per site). • Student Demographics (e.g., gender, ethnicity) • Average Daily Attendance (per site)

3. Program operation: The summative report will include information on the operation for each site within the program. This will include the number of hours per day, days per week and weeks of operation for each component (After-School and Summer). The report will also detail the types of activities and services offered during the school year (e.g., homework help, tutoring, STEM, character education, culinary, physical).

4. Quality of staffing: The composition of site staff is one method for assessing the quality and breadth of 21st CCLC programs. For each site within the program, the summative report will include information about staffing (e.g., student to: staff ratio, staff training, professional development, and use of certified teachers).

5. Objective assessment: Within the RFP, 21st CCLC programs detailed objectives and methods of evaluating progress towards achieving the objectives. The summative report will include detailed information for each objective approved by GaDOE (e.g., activities, data collected, timeline, analysis, and results). We are aware that we are not permitted to revise, reword, or otherwise change our objectives without specific written approval from GaDOE. Approved changes will require a program amendment. We will identify whether each of our objectives were 'Met', 'Not Met' (or 'Did Not Meet'), or 'Unable to be Measured'. All objectives will be reported on a subgrant level. Subgrantees may report data at a site-specific level, but all objectives will ultimately be reported at the subgrant level. Our evaluation will also include an analysis and comparison of objective achievement for prior years under the current grant cycle, if applicable.

6. Observations: We will provide other relevant findings, observations or notes pertaining to this 21st CCLC program. This section may include qualitative and/or quantitative data not related to specific objectives such as quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and narrative of unique program activities and services. We will reference and utilize Georgia's After-school & Youth Development Standards as a resource and framework to identify components of high-quality programming.

7. Progress towards sustainability: Our summative report will assess the program's progress towards following the sustainability plan and provide current information about our program partnerships (e.g., partnership development, partner maintenance, and contributions to the program).

8. Overall recommendations: We will provide an overall assessment of our SA 21st CCLC program, as well as any program-wide recommendations to enhance program quality. The recommendations will be based off an analysis of the data and observations made by the evaluator throughout the year. The recommendation will focus on increasing the quality of the program and provide concrete steps to achieve the recommendations. We will reference and utilize Georgia's After-school & Youth Development Standards as a resource and framework to identify possible areas of improvement.

BGCL, the District, school personnel, the Advisory Committee, 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?

3.4.4 Government Performance and Result Act (GPRA)

In 2020, The Department of Education approved a set of five new GPRA measures for the 21st CCLC program to serve as program outcomes for the purpose of completing the required annual performance report (APR) submitted to Congress. BGCL in partnership with the school district and feeder schools will provide the GaDOE any and all data mentioned below to meet federal report requirements when applicable and address such in our evaluation reports.

GPRA Measure #1:
1.1 Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on State assessments.
1.2 Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on State assessments.

GPRA Measure #2: Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

GPRA Measure #3: Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school-day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

GPRA Measure #4: Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

GPRA Measure #5: Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

Using Results to Refine/Improve/Strengthen Program and Program Performance: The results of the evaluation will be used by SA's BGCL, GCPSS, school personnel, and the Advisory Committee 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?

Availability of Written Summative Results/Reports: A written summative report will be prepared, submitted, and delivered to BGCL, the District, and GaDOE in June of each funded year– all required elements will be reviewed and presented. Our reviews, assessments, and evaluation reports will be based on collected responses to evaluators inquiries and observations. 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 develop any new plans to strengthen, improve, and refine our program services to meet our identified performance measures. These reports will be made available in English and Spanish to all partners/stakeholders upon request with instructions to access copies. We will post the summarized evaluation information using all avenues of the local media, BGCL's website, social media platforms, annual reports, GCPSS's Website, and the school site website. We will send notices home with students to the parents/guardians.

(Word count is 6095)

21st CCLC Competitive Priority Worksheet FY25

EACH applicant MUST complete the Competitive Priority Worksheet FY25, 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 Club 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 FY25 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 Club of Lanier

Program Name:	**Funding Amount**
Tadmore Success Academy	$345,563.00

Number	Initial Each Box Below	Assurances
1	SM	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	SM	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	SM	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	SM	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	SM	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	SM	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	SM	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	SM	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	SM	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	SM	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	SM	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	SM	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	SM	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: • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
14	SM	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.
15	SM	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
16	SM	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.
17	SM	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	SM	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.
19	SM	Funds shall be used only for financial obligations incurred during the grant period.
20	SM	The Subgrantee will submit its annual budget within **30 days** of the grant award.
21	SM	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.

22	SM	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".
23	SM	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.
24	SM	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.
25	SM	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.
26	SM	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.
27	SM	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.
28	SM	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.
29	SM	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.
30	SM	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)
31	SM	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	SM	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.
33	SM	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.
34	SM	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.
35	SM	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.
36	SM	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	SM	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.
38	SM	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.

39	SM	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.
40	SM	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 Club 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)
01/22/2024

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: William Schofield
Position Title of Co-Applicant Contact Person: Superintendent

Telephone: 770-534-1080 Fax:770-535-7404
E-mail: will.schofield@hallco.org

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

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

01/22/2024 at 14:23:00 Date (if applicable)

Non-Profit Organization
Financial Management Questionnaire

I. General Information

Name of Organization: Boys & Girls Club of Lanier

Data Universal Numbering System (DUNS) Number: 927266411

Federal Employment Identification (FEI) Number: 58-0656890

Address (Number and Street/ PO Box): PO Box 691

Address (Number and Street/ PO Box):

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

Phone#: 770-532-8102 Ext:

Name of Officers	Title	Phone	Email Address
Steven Mickens	Chief Executive Officer	7705328102	smickens@bgclanier.org
Jacqueline Gonzalez	Program Director		jgonzalez@bglanier.org

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

If yes, please list the board members.

Name of Members	Title
Sean Couch	President
John Byrd	Treasurer
Callie Flack	Secretary

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

If yes, please note any conflicts of interest.

3. Please upload a PDF copy of your organization's articles or charter.
Download organization's articles or charter: Boys & G_charter_79.pdf

4. Please upload a PDF copy of your organization's 501(c)(3) Internal Revenue Service forms.
Download organization's articles or charter: Boys & G_irs_form_79.pdf

II. Type of Fund

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

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

III. Financial Information Disclosure

Fiscal Year 2022 Ending Date: 12/31/2022

2. What percent of funds is used for administrative purposes? 12.93%

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

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

If yes, explain.

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

If yes, state the approximate amount. $0.00

Describe.

6. Are there any going concern issues? YES ○ NO ◉

If yes, explain.

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

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

If yes, explain.
BGCL has received previous federal and state grants including 21st CCLC. The most recent grants are listed in the following chart.

Amount	Funding Source (federal/state) & Type (grant/contract)	Agency Providing Funds	Latest Year Receiving Funds
$367626.00	Georgia Department of Education (pass through) federal grant	Department of Education	2023
$131191.00	Georgia Alliance of Boys and Girls Clubs (pass through) state grant	Georgia Department of Human Services	2023
$95267.00	Boys and Girls Clubs of America (pass through) federal grant	Office of Juvenile Justice and Delinquency Prevention, Office of Justice P	2023
$10988.00	Georgia Department of Early Care and Learning (pass through) federal grant	Department of Agriculture	2023
$11920.00	Georgia Alliance of Boys and Girls Clubs (pass through) state grant	Governor's Emergency Education Relief Fund	2023
$40044.00	Georgia Alliance of Boys and Girls Clubs (pass through) federal grant	Elementary and Secondary School Emergency Relief Fund - American Rescue Pla	2023

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.
There were no findings, no recommendation for so no need or requirement for corrective action to be taken.

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

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

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

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

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

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

If no, explain.

Please upload your organization most current federal 990 tax return.
Download organization's articles or charter: Boys & G_tax_return_doc_79.pdf

Please upload your organization most recent audit completed.
Download organization's articles or charter: Boys & G_recent_audit_doc_79.pdf

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.
Download organization's articles or charter: Boys & G_A_133_audit_doc_79.pdf

Please upload audited or unaudited entity-wide financial statements.
IV. Internal Controls

1. Is your organization's staff sufficient to provide for adequate separation of duties in regards to deposits, payments, reconciliations, supervisory reviews, and preparation of financial statements? YES (●) NO ( )

If no, explain.

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

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

If no, explain.

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

Name of Representative Steven Mickens	Title Chief Executive Officer
Signature Certified by Electronic Signature	Date 01/22/2024 at 11:25:46