



Georgia Department of Education  
21<sup>st</sup> Century Community  
Learning Centers



**Application Cover Sheet**

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

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

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

Has this fiscal agent received 21st CCLC grant funds before? Yes No  
If yes, please provide the year of initial funding: 2010

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

Local Educational Agency	Non- Local Educational Agency	Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 75

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

**Total Funds Requested for:**

2019-2020: \$282,375.00	2020-2021 \$282,375.00	2021-2022: \$282,375.00
2022-2023: \$254,137.00	2023-2024: \$225,900.00	

**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: Kim Evans  
Position/Title of Fiscal Agent's Contact Person: CEO  
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**Certified by electronic signature by Kim Evans  
Signature of Fiscal Agency Head (required)**

**Kim Evans**

**Typed Name of Fiscal Agency Head (required)**

**CEO**

**Typed Position Title of Fiscal Agency Head (required)**

**01/26/2019 at 22:13:06**

**Date (required)**

**Program Name: GREAT Futures Thomson**

**Program Abstract**

Boys & Girls Clubs of the CSRA (BGCCSRA) proposes to establish a year-round 21st Century Community Learning Center (21st CCLC) program at the Thomson Club location in McDuffie County. McDuffie County is considered a high-needs rural area with high levels of children living in poverty. According to Georgia Kids Count, 43.6% of families with children report incomes of less than 150% of the federal poverty threshold, more than 11 points higher than the Georgia state average. The proposed program, GREAT Futures Thomson, will target 75 unduplicated McDuffie County public school students, 70 without disabilities and 5 with disabilities, in preK-12th grades. GREAT Futures Thomson program will target at-risk students from Maxwell Elementary School (10), Norris Elementary School (20), Thomson Elementary School (20), Thomson-McDuffie Middle School (15), and Thomson High School (10). BGCCSRA defines at-risk as students performing below proficient in core subjects, and referred by the school or family as in need of academic or social emotional support. Of the students attending the targeted schools, 80% receive free or reduced lunch. All targeted schools for the proposed program received scores below 35% in core subjects of English, Math, Science, and Social Studies. Research shows that there is a direct correlation between third grade reading proficiency and later academic outcomes, including high school graduation (Get Georgia Reading). On average, only 44.3% of targeted 3rd grade students are reading on grade level, 7.4% lower than the state average. The number of targeted 5th graders reading on grade level increases to 63.8%, yet is still 11.9% lower than the state average. By 8th grade, the number of targeted students in 8th grade reading on grade level drops to 57.0%, a full 15 points lower than the state average.

The proposed GREAT Futures Thomson program will serve targeted students with academic enrichment, healthy lifestyle, and character & leadership programs afterschool during the school year and full day for 6 weeks during the summer. The program will provide a multifaceted, comprehensive, community-based approach to overcoming the risks, obstacles, and challenges faced by students. The 21st CCLC GREAT Futures Thomson program expects the following outcomes: (1) Improve Academic Achievement, (2) Increase Students' Knowledge of Healthy Lifestyle Choices; (3) Improve Social, Emotional, and Life Skills for Positive Youth Development; and (4) Increase Parental Engagement/Involvement in Students' Educational Process. On December 7, 2018, BGCCSRA provided local media outlets with a press release to notify the public of an intent to apply for priority funding. In addition, the organization published the intent to apply on the organization's website. A paper copy of the application will be made available to the public at the organization's administration office. This information was included in the notification of intent to apply.

*(Word count is 424)*

**Program Name: GREAT Futures Thomson**

**I. Needs Assessment (20 Total Points)**

**A. The Process (4 Points)**

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and

community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

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

#### NEEDS ASSESSMENT PROCESS/COLLABORATION DESIGN

In the fall, needs assessment surveys were administered to targeted students, parents, and teachers. Surveys were administered anonymously utilizing an on-line system for the teachers and parents. Paper surveys were conducted anonymously for students attending the target schools. To assess community needs, Boys & Girls Clubs of the CSRA (BGCCSRA) administered a comprehensive online survey in October with over 10 community leaders responding.

BGCCSRA's notice of intent to apply was given on November 1, 2018 a meeting of stakeholders where invitations were sent to principals, parents, students, club staff, and proposed community partners. At this collaboration meeting, the cadre of stakeholders reviewed results from the FY20 21st CCLC Needs Assessment surveys, contributed to the assessment and action plan process, and identified key focus areas of which are the basis for goals and objectives developed for BGCCSRA's GREAT Futures Thomson program.

In an effort to continuously address and monitor the academic, social emotional, youth development, health, and family engagement needs of our students and to strengthen our schools, families, and community; BGCCSRA staff maintain daily, weekly, and monthly contact with the target schools' director of student services, principals, classroom teachers, school representatives, parents/guardians, and other key stakeholders. BGCCSRA management and leadership staff maintain collaborative contact for input and feedback from the Department of Juvenile Justice, Department of Children and Family Services, and Family Connection Collaborative. This information was used to begin the process of determining the need for FY20 21st CCLC program in partnership with McDuffie County Public Schools to serve students at five public schools: 1) Maxwell Elementary, 2) Thomson Elementary, 3) Norris Elementary, 4) Thomson-McDuffie Middle , 5) Thomson High School.

#### LEAD/PARTICIPANTS IN DATA COLLECTION/GATHERED DATA SOURCES/PROCESS/ANALYSIS:

BGCCSRA served as the lead agency in data collection, which included gathering existing needs assessment data from the Family Connection Collaborative and United Way; student achievement data from GA DOE and McDuffie County Public Schools Balanced Scorecard; risk factor data from GA KidsCount, Department of Juvenile Justice, East Central Health District, U.S. Census, School Report Cards, and the Georgia County Guide; interviews of stakeholders including partners, teachers, parents and students; and asset mapping of existing resources of the target population. The BGCCSRA also consulted via email with one private school serving the target population (see attached Private Schools Consultation Form).

Data was gathered through the following steps:

1. Reviewed student achievement from GA DOE and McDuffie County Schools (data is collected from school system websites and analyzed for areas of weakness by BGCCSRA staff and an independent evaluator, with additional data and insight provided through one-on-one interviews with school district personnel - school principals and district administration).
2. Reviewed all targeted schools' Title I School Improvement Plans for stated needs and aligned services to support school improvement plans;
3. Reviewed risk factor data from Kids Count, Department of Juvenile Justice, East Central Health District and the Georgia County Guide (BGCCSRA staff collect and review data from website sources, greatest areas of need are identified, trends and changes are identified);

4. Issued email to the one local private school and invited administration to gather information on needs and available services; and
5. Surveyed parents, teachers, and students in the targeted schools and local leaders within the community surrounding the BGCCSRA Thomson Club (BGCCSRA staff and community volunteers tabulated survey results and identified priorities for programming).

Findings from all data gathered, including research and survey results, were presented at the November FY20 21st CCLC stakeholders meeting. Stakeholders analyzed data and provided input to BGCCSRA staff. Stakeholders were particularly concerned about the low percentage of students reading on grade level in 3rd grade after learning consequences highlighted in research. Single parent led households and poverty data also led stakeholders to focus on the social and emotional needs of the children being served. After reviewing the data, stakeholders at the FY20 21st CCLC Advisory Council meeting agreed the highest needs are academic, social emotional, healthy lifestyles, and family engagement.

#### DEFINED SET OF AGREED UPON NEEDS

The defined set of agreed upon needs for the selected schools to address targeted students' low academic performances are based in part on the strategic goals set forth in McDuffie County Public Schools Strategic Plan presented in the Schools Balanced Scorecard. Goals of the McDuffie County School System include:

1. Guarantee high achievement for all;
2. Ensure communication and collaboration with the community; and
3. Provide a safe, orderly and healthy learning environment.

Utilizing the goals of the McDuffie County School System and aligning them with the needs identified by stakeholders in the 21st CCLC Advisory Council, BGCCSRA constructed four primary goals for the GREAT Futures program to include:

1. Improve Academic Achievement;
2. Increase Knowledge of Healthy Lifestyle Choices;
3. Improve Social, Emotional, and Life Skills for Positive Youth Development; and
4. Improve/Increase Parents/Guardians Engagement/Involvement in Participants' Educational Process.

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

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

In order for one to comprehend the gravity of the needs, the service gaps, and how those issues impact student achievement, one must define the characteristics of the area, neighborhoods, and communities of McDuffie County, GA. Boys & Girls Clubs of the Central Savannah River Area, Inc., (BGCCSRA) a 67 year-old nonprofit agency, is located in Augusta-Richmond County, Georgia. As part of an expansion to provide after school services, BGCCSRA established the Thomson Boys & Girls Club in neighboring McDuffie County to help meet the service needs and reduce the service gaps within the community of Thomson, GA.

McDuffie County has a land area of approximately 260 square miles (Georgia.gov). Georgia Department of

Community Health classifies McDuffie County as a non-urban, rural county. Dearing and Thomson are the two primary cities located within McDuffie County. There are 9,343 housing units at an average density of 35.93 per square mile. Approximately 21,498 individuals reside in McDuffie County within 8,067 households. The population density is 85.0 inhabitants per square mile. 25.4% of the county's population are individuals under the age of 18.

The racial makeup of the county is 55.7% White, 41.6% Black or African American, 0.5% Asian, 0.4% American Indian, 0.1% Pacific Islander, 3% Hispanic or Latino, and 1.7% from two or more races. The unemployment rate of the county is 7.2% compared to 5.4% for the state (GA Kids Count). The median income for a household in the county is \$37,021 compared to \$57,617 for the state. There is a discrepancy in the average median income for Males \$40,282 versus \$29,647 for females. The per capita income for the county is \$17,261.

Why Rural Matters (2017), a publication from the nonprofit, nonpartisan Rural School and Community Trust ranked all 50 states based on those with the greatest rural needs. Out of 50, Georgia was ranked 6. According to the report, nearly 380,000 students attend rural schools in Georgia, the third-largest number in the nation. The rate of rural students in low-income families is among the highest, as are percentages of rural and rural students of color. Rural National Assessment of Educational Progress (NAEP) performance is among the lowest in the nation. College readiness is poor, with the nation's fifth-lowest rural graduation rate and eighth-lowest for rural students from low-income families. The Georgia State Office of Rural Health states that Rural Georgians are less healthy than those living in urban areas, more likely to be under-insured or uninsured, and more likely to suffer from heart disease, obesity, diabetes, and cancer. McDuffie County, GA is no exception. McDuffie County School System (MCSS) serves more than 2,985 students. Only 43.1% of 3rd grade students are reading at or above the grade level target. The 4-year graduation rate is 75.7%, almost a full five points lower than the state average. MCSS received a 64.2% on Georgia School Grades Reports.

#### Target Population.

The goals and objectives for FY20 21stCCLC GREAT Futures Thomson Club (GREAT Futures) are developed to meet the needs of (75) unduplicated McDuffie County Public School Students in preK-12th grade:

- Maxwell Elementary School (10),
- Norris Elementary School (20),
- Thomson Elementary School (20),
- Thomson-McDuffie Middle School (15), and
- Thomson High School (10).

All of the schools targeted are Title-I schools. Of the total (75), targeted students, (70) will be without disabilities and (5) with disabilities. GREAT Futures will target students at these schools performing below proficient in core subjects, those qualifying for Free/Reduced Lunch, those with identified disabilities, and referred by the school or family as in need of academic or social emotional support, according to the risk factors detailed below. Students with disabilities will be accommodated as outlined in their educational and behavior plans. Regular communication with parents and teachers of students with disabilities will be maintained.

#### Academic Needs.

Amongst the 5 targeted schools for 21st CCLC GREAT Futures program there are 3,487 students. Of the 5 schools, 3 schools serve 3rd grade students and above and are given average school grades by the Governor's Office of Student Achievement. The average school grade or College and Career Ready Performance Index (CCRPI) for these schools (64.66%) is ten points lower than the state average (75.0%). Students at these schools are in high poverty with approximately 80% receiving free or reduced lunch.

Furthermore, these students show an average mobility rate of almost 11%. According to a research professor at the University of California "even one move increases the [student's] risk of not graduating or getting delayed in graduating" (Sparks, 2016). This type of mobility suggests a high-level of family/child/home life instability and inconsistency. This level of movement may indicate constant uprooting of families and loss of friends and support systems, presumably due to the socio-economic hardships of poverty. A table of the targeted public

schools with their corresponding demographics and school performance, including mobility rates, can be seen on Chart 1 in the attachment of the Specific Needs.

A 2014 report by the Governor's Office of Student Achievement in Georgia showed that schools with higher concentrations of mobility also had fewer students taking advanced classes. The average accelerated course taken at Thomson High School is 21% less than that of the state average. In standard courses such as American Literature, Biology, and American History, these students perform significantly less than the state average.

Research shows that there is a direct correlation between third grade reading proficiency and later academic outcomes, including high school graduation. Only 43% of third graders in McDuffie County are reading on grade level compared to 51.7% for the state. The graduation rate at Thomson High School is almost a full five points lower than the state average.

Schools targeted by the GREAT Futures Thomson program perform significantly lower in most core academic subjects of Reading, Math, Science, and Social Studies. Thomson High School students, on average, perform 2 points better than the state average in Algebra I. However, the level of students performing proficiently in Algebra I is only 28.4%. McDuffie public school students perform significantly less than the state averages in areas of English, Literature, and Science, regardless of grade level. A comparison of Georgia Milestones Scores and other indicators for all targeted elementary, middle, and high schools can be found on Charts 2-3 in the attachment of the Specific Needs section.

#### Social Emotional Needs.

Poverty is an important determinant of healthy social emotional development in youth. Youth in poverty are most often facing substandard housing or homelessness, inadequate nutrition and food security, lack of access to health care, and unsafe neighborhoods. These cumulative effects of living in poverty places youth at risk for having difficulties with self-regulation and executive functions, such as inattention, impulsivity, defiance, and poor peer relationships (American Association of Pediatrics). The rate of children and youth living in poverty in McDuffie County is astonishing at 36.6%, more than 13% higher than the state average. In 2016, McDuffie County had 1,992 youth living in poverty (Kids Count).

Poverty also influences students' likelihood of building strong, secure relationships, which is a key component to healthy social emotional youth development. Strong, secure relationships provide students guidance, giving them building blocks to build solid, life-long social skills (Jensen, 2009). Research shows that teen mothers often have harder times developing positive social emotional bonds with their children. Teen pregnancy rates are 39.1 per 1,000 for McDuffie, almost 25 points higher than the state average of 14.4 per 1,000.

Youth living in extreme levels of poverty often lack adult supervision with caregivers having to work swing shifts and multiple jobs to cover basic needs like food and housing. 11.3% of youth in McDuffie County reside in homes where parents lack secure employment (KidsCount).

High prevalence of single female parent households often times leaves young men without a healthy male role model, leaving them to seek gang involvement to fill the void. Growing up in a single-parent family has been associated with an increased risk of delinquency and anti-social behavior (Juvenile Crime, Juvenile Justice 2001). In McDuffie county, over half (54.3%) of children reside in single parent homes. 20.4% of all households in McDuffie County are female householders with no husband present (US Census).

Risk factors that can contribute to children and adolescents joining a gang include (American Academy of Child & Adolescent Psychiatry):

- Growing up in an area with heavy gang activity.
- A history of gang involvement in the family (family members who are current or former gang members).

- A history of violence in the home.
- Too little adult supervision.
- Unstructured free time, particularly during after-school hours and on the weekends.
- A lack of positive roles models and exposure to media (television, movies, music) that glorifies gang violence.
- Low self esteem.
- Sense of hopelessness about the future because of limited educational or financial opportunity.
- Underlying mental-health issues or behavioral disorders, such as oppositional defiant disorder (ODD) and attention-deficit/hyperactivity disorder (ADHD)

These circumstances create an environment where kids often miss school, thereby causing gaps in instruction which transfers ultimately to poor academic performance. Chronic absenteeism is a problem for the 21st CCLC targeted schools. More than 37% of all McDuffie County students are reported to have missed between 6 and 15 days; 15.8% of students are reported as missing 15 days or more (Governor's Office of Student Achievement).

High levels of poverty and lack of supervision can also lead to high incidences of disciplinary actions which can lead to poor academic performance. According to Shelton (2015), researchers have shown that "turnover of suspended students in and out of the classrooms creates unstable, socially fragmented environments". Shelton goes on to say that even when used in moderation, suspensions have a negative impact on school culture and affect all students, not just those suspended. An analysis conducted by Noltemeyer, Ward, and McLoughlin in 2015 also show a negative relationship between suspensions and student achievement. As suspension rates increased, student achievement decreased and student dropout rate increased. The Out of School Suspension rate in 2017 for Maxwell Elementary is 3.5%. The Out of School Suspension Rate for Norris Elementary was 19.6%. Thomson Elementary School reported a 10.6% Out of School Suspension Rate. For the targeted middle school, Thomson-McDuffie Middle, the Out of School Suspension rate was 19.4% and the In School Suspension rate was 28.6%. The targeted high school, Thomson High, had an Out of School Suspension rate of 12.5% and an In School Suspension rate of 23.8%. The total number of disciplinary incidents for all public schools in McDuffie County for 2017 was 991 (Governor's Office of Student Achievement). Black students accounted for more than 71% of all discipline incident occurrences, however, are not even 53% of the total student population in McDuffie County.

#### Healthy Lifestyle/Physical Needs.

Starting at birth, many McDuffie County children are already facing risk factors that affect their academic performance. Research has shown that babies born with low birth weights are less likely to out-perform their peers academically than babies born with normal birth weights. The rate of babies born with very low birth weight (less than 3lbs 5 oz.) is higher in McDuffie County (21/1,000 live births) than for the rest of Georgia (18/1,000).

Obesity and lack of physical activity are also associated with poor academic performance according to the 2017 State of Obesity report. According to the report, obese students have more behavioral problems, are more likely to repeat a grade, have lower grade-point averages and reading scores, and demonstrate lower academic effort. Students with lower grades are less likely to eat breakfast and more likely to drink high-sugar drinks such as soda. In Georgia, only 32.4% of students reported eating breakfast on seven of the past seven days (GA DPH). Only 28% of African American teens, the primary ethnic status of 21st CCLC GREAT Futures targeted population, report eating breakfast. 24% of Georgia teens reported drinking more than one soda per day.

Physical activity, according to the report, not only provides significant health benefits but can also help improve academic achievement, concentration, and classroom behavior. Students with higher grades are more likely to be physically active than students with lower grades. Only 42.7 of Georgia high school students meet physical activity recommendations (GA DPH).

Compared to the state average, McDuffie teens are more likely to succumb to risky behaviors. Almost 10% (9.6) of 9th grade students in McDuffie County reported using alcohol in the past 30 days. Teen pregnancy rates are

39.1 per 1,000 for McDuffie, almost 25 points higher than the state average of 14.4 per 1,000. Even more startling is the STD Incidence for youth in McDuffie County (75 per 1,000) is a full 45 points higher than the state (29.8 per 1,000).

#### Family Needs.

Studies on parental involvement in schools showed that students who have parents involved in their school tend to have fewer behavioral problems and better academic performance. Studies also show that parental education attainment and poverty status are good predictors of parental involvement in school. One study showed that students who had at least one parent who had completed high school or professional school were 60% more likely to have a parent volunteer or serve on a committee at their school. In McDuffie County the adult educational attainment for a Bachelor's degree or higher is only 14.2%. The same study showed that parents with incomes above the poverty level are 40% more likely to be involved in school activities than parents earning incomes below the poverty level. In McDuffie County, 25.3% of persons are living in poverty.

Only 79.9% of adults in McDuffie County have a high-school diploma or higher compared to 85.8% for the state of Georgia. 18.6% of babies are born to mothers with less than 12 years of education compared to 14.5% for the state. 14.6% of the total population and 6% of all children in McDuffie are without health insurance. Children in McDuffie County are around 15% more likely to experience substantiated incidents of child abuse than the rest of Georgia (UHCS Community Health Needs Assessment). About 16.0% of families with children and 19.5% of the total population are below the poverty line, including 27.2% of those under age 18. Georgia KidsCount reports that 11.3% of children in McDuffie County have parents who lack secure employment compared to 8.5% for the state of Georgia. Approximately 17.53% of households are those with children receiving Food Stamps compared to 11.81% for the state of Georgia. 36.6% of children in McDuffie County live in poverty, a full 13 points higher than the state of Georgia. 43.6% of families, with children, report incomes of less than 150% of the federal poverty threshold, more than 11 points higher than the state.

Sixty-seven parents/guardians were surveyed for 21st CCLC GREAT Futures program. The results were resounding:

- 85% of parents surveyed say their children need help completing homework after school
- 95% of parents say that it would be helpful to have more information about what their child is learning at school
- 55% report that their students are not currently participating in any activities afterschool; 23% of those parents attribute the lack of participation to inability to pay for services.

These high percentages of low-income, single-parent families with low adult educational attainment combined with 21st CCLC GREAT Futures parent surveys demonstrate a clear need for parental/guardian support service. Kids Count reports that 13.1% of teens (ages 16-19) in McDuffie County are not in school and not working compared to 9.1% for the state of Georgia. Despite the need for support, Boys & Girls Clubs of the CSRA - Thomson Club is the only afterschool program listed on the Georgia Statewide Afterschool Network as available to students and families at the target schools. One other known program is the Family Y's Prime Time, which is a fee for service program. BGCCSRA recognizes that gaps in access to resources, achievement, and opportunity are inextricably linked. Low-income students fall behind their higher-income peers because they do not have access to the same opportunities. Children growing up in poverty face challenges with cognitive and language development and often begin school both academically and socially behind their peers. The target population in McDuffie County faces many of these challenges and attends under-resourced schools, which will ultimately have a negative impact on their ability to catch up and find success in postsecondary education and life.

*(Word count is 2575)*

#### **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.

BGCCSRA's 21st CCLC GREAT Futures Thomson program is the result of a comprehensive community-based approach designed to meet the needs of target students. The program is designed to meet four primary needs.

1. Academic Needs. To improve and/or strengthen academic performance 21st CCLC GREAT Futures program will provide:

- Homework Help/Power Hour which will introduce activities that build on what children learn in school and afford the student space, materials, and the program time for students to do their homework independently;
- Project Learn and Goals for Graduation which provide high yield learning activities and introduce the concept of academic goal setting;
- Certified teachers who will be responsible for implementing the instructional academic activities and will direct tutorial services with the assistance of enrichment staff, and volunteers who will provide academic assistance; and
- Tutorial Services, utilizing curriculum aligned with the school-based curriculum maps and day school teacher reports, will be provided to students in reading, math, and science.

2. Social Emotional Needs. To improve and/or strengthen child development social emotional abilities & skills 21st CCLC GREAT Futures program will utilize the BGCA researched-based and comprehensive prevention SMART (Skills, Mastery, and Resistance Training) Curriculum and Programs to:

- Expose students to various group activities designed to improve their understanding and knowledge of self and their roles with others and their community;
- Educate students in understanding natural and logical consequences of their actions and encourage them to accept responsibility for their behaviors; and
- Address character education and citizenship through classes in leadership and service learning.

3. Healthy Lifestyles Needs. To improve knowledge and application of healthy lifestyles, 21st CCLC GREAT Futures program will:

- Provide group and individual sport options;
- Utilize curriculum that teaches students to develop daily physical activity, good nutrition and maintain healthy relationships; and
- Expose students to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid risky behaviors such as premature sexual activity and drug use.

4. Family Engagement Needs. To increase and/or improve parents/guardians engagement in participant's educational process, 21st CCLC GREAT Futures will:

- Offer regular family activities to engage and increase parental involvement;
- Assist parents/guardians who do not have email addresses to increase access to communication;
- Offer parent/guardian training on current platforms used to engage participants;
- Invite parents/guardians to serve on the 21st CCLC GREAT Futures Advisory Council; and
- Extend weekday and weekend hours for technology and club access.

The GREAT Futures Thomson program will address student needs by:

- Providing a foundation of youth development programming to meet the social and emotional needs of the students to be served;
- Providing strong academic support programming aligned with the school day led by Certified Teachers and Academic Enrichment Staff;
- Offering a variety of enrichment activities; providing students with choices and opportunities; and

- Engaging families to increase support to students and enable parents to participate meaningfully in their child's education.

*(Word count is 480)*

Download a copy of the Chart or Graph for Question B Specific Needs: [GREAT Futures Thomsonneeds\\_chartb127.pdf](#)

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

[Sample Form](#)

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

**Fiscal Agent Name:** Boys & Girls Clubs of the CSRA, Inc.

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

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

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

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

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

Private School Name	School Official Contacted Name	School Official Contacted Title	Method of Contact	Date(s) of Consultation	Estimated Number of Students	Describe the Type/Level of Participation

**Private schools that have been contacted and are electing to DECLINE services or have failed to reply by the deadline**

Private School Name	School Official Contacted Name	School Official Contacted Title	Phone Number of School Official	Reason(s) for Declining to Participate	No Response by Deadline
Briarwood Academy	Benson Clayton Parrish	Headmaster	706-595-5641	No Response	

### Schools Served Chart (2019-2020)

**Program Name: GREAT Futures Thomson**

[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

Maxwell Elementary School	McDuffie	N/A	PK-1	471	Yes No	83.0 %	10
Norris Elementary School	McDuffie	N/A	4-5	475	Yes No	84.0 %	20
Thomson Elementary School	McDuffie	N/A	2-3	496	Yes No	84.0 %	20
Thomson High School	McDuffie	N/A	9-12	1180	Yes No	65.0 %	10
Thomson-McDuffie Middle School	McDuffie	N/A	6-8	865	Yes No	74.0 %	15

### FUNDING REQUEST WORKSHEET

Program Name: GREAT Futures Thomson  
 Site Name: Thomson Club

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of <u>HOURS</u> per <u>WEEK</u> the program will operate the indicated component	Number of <u>WEEKS</u> per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	70	5	15.00	36.00	\$5.05	\$6.30	\$207,900.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	60	5	25.00	2.00	\$5.05	\$6.30	\$16,725.00
Summer Break	70	5	25.00	6.00	\$5.05	\$6.30	\$57,750.00
Calculated Total							\$282,375.00

### FUNDING REQUEST SUMMARY

Program Name: GREAT Futures Thomson

Site	Calculated Total*
Thomson Club	\$282,375.00
Calculated total of all sites	\$282,375.00
Total allowable budget for this application	\$282,375.00

Program Name: GREAT Futures Thomson

## II. Budget (10 Total Points)

### B. Budget Narrative

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

Provide a brief and concise narrative of the following:

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

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

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

1. A fidelity bond in the amount of 25% of the annual award in favor of GaDOE to insure the applicant's performance under the grant; and
2. An insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage. If a fiscal agent is awarded more than one grant, they must increase the general liability by \$250,000 for each grant with a cap of \$2,000,000 per fiscal agent. The cost for the general liability policy will then be prorated equally amongst each subgrantee for the fiscal agent.

#### a. Budget and Goals

The proposed budget for 21st CCLC GREAT Futures Thomson program will provide critical allowable expenses required to implement, maintain, and evaluate critical programming to achieve program goals. The goals for the proposed BGCCSRA GREAT Futures Thomson program are:

1. Improve Academic Achievement;
2. Increase Knowledge of Healthy Lifestyle Choices;
3. Improve Social, Emotional, and Life Skills for Positive Youth Development; and
4. Increase Parental Engagement in Student's Educational Process.

Allocation of resources is based on the Principles of Effectiveness. BGCCSRA has allocated resources to best achieve program goals identified above and deliver evidence-based programming to meet the needs of students and their families. The most costly items in the budget are for qualified staff to maintain appropriate staff to student ratios. Qualified staff including enrichment staff and lead tutors are essential to the fulfillment of program goals 1, 2, and 3. Other staffing costs include a full time Site Coordinator who will oversee the entire GREAT Futures program. A Curriculum and Outcomes Specialist will also be needed to ensure that objectives are being met and that the program is being appropriately assessed and evaluated. Another significant item in the budget is for a Family Liaison. The Family Liaison will help to fulfill goal 4; increasing parental engagement in student's education process. Professional development for all staff will be offered on an ongoing basis throughout the lifetime of the grant and is allocated in the budget.

The second most significant expenditures are curricula, computers, and materials used to improve academic achievement and youth development skills. Curricula such as DIY Stem, App Lab, Camelot Learning's Math Intervention, Image Makers, and School Beats are results-proven, research-based tools that will be used to improve English and Language Arts; Math; and Science school grades and standardized tests. Curricula including Money Matters, SMART programming, and Triple Play are all research-based tools that have been allocated in the budget to improve student's ability to demonstrate their knowledge of healthy lifestyles for positive youth development as well as improve character & leadership. Laptop computers will be purchased so that every student has access to the technology they need to be successful in academics. Access to the internet provides tremendous opportunities for students in afterschool programs to reinforce reading, math, and writing skills as well as complete homework and school assignments (Heath, M. Technology for Afterschool Programs). Supplies for the program that have been allocated include STEM supplies (such as robotics equipment), physical education supplies, and laptops. Enrichment opportunities for field trips have also been allocated in the program budget. Field trips will provide experiences in support of goals 1-3. All allocations for curricula, supplies, and field trips are necessary to deliver a comprehensive program that will support all goals listed above.

In addition to staffing, curricula, and supplies, 10% of the budget is allocated for support services. Support services includes IT Support and Staff Accountant. External Evaluation will not exceed 3% of overall budget. All support is necessary to complete program goals in all four areas.

The total costs detailed are reasonable and necessary to serve the proposed program's targeted (80) PreK-12th grade students and families in the McDuffie County community.

b. How the requested funds were allocated to accomplish tasks and activities described in the application:

Goal 1. Tasks and activities scheduled to improve academic achievement include daily tutoring and academic enrichment programs. Certified teachers, enrichment staff and tutors will implement daily lessons and group tutoring.

Goal 2. Enrichment staff will perform tasks and activities that increase students' knowledge of healthy lifestyle choices. These tasks and activities include physical activities such as group sports, exercise, and gardening. Lessons also include activities that focus on healthy eating habits.

Goal 3. Enrichment Staff will perform tasks and activities that improve social, emotional, and life skills development. These tasks include implementing SMART curriculum that focuses on developing leadership abilities and positive social emotional development.

Goal 4. The Family Liaison will perform tasks and activities that achieve the goal of increasing parental/guardian engagement in their student's academic process.

These tasks include weekly emails, monthly newsletters, and other communications to family and guardians. Together with the Site Coordinator, the Family Liaison will implement monthly Family Engagement nights that will feature wraparound services from community partners.

The Family Liaison will act as the designated staff person who communicates directly with caregivers and family members to invite their involvement and participation with the 21st CCLC GREAT Futures program. The Family

Liaison will serve to connect program participants' parents/guardians to the GREAT Futures program and to the targeted school. The Family Liaison will develop family plans, coordinate resources for families, and deliver family programs.

Academic Enrichment Staff will be hired by the Program Director to assist the Site Coordinator with planning, implementing, supervising, and evaluating GREAT Futures activities. Enrichment Staff will ensure that members are encouraged to participate in a variety of program activities and receive instruction and constructive feedback to develop skills in program areas.

A full-time Curriculum & Outcomes Specialist will be charged with ensuring GREAT Futures academic programming is aligned with the regular school day, facilitating regular communication with school day staff and providing ongoing training opportunities for instructional staff. The Curriculum and Outcome Specialist performs tasks and activities related to all program activities. The Curriculum and Outcome Specialist maintains up-to-date research on curriculum and gives feedback to the Program Director. The Curriculum and Outcomes Specialist also ensures that lessons are aligned with the school day. The Curriculum & Outcomes Specialist is responsible for monitoring lesson plan alignment to the Georgia Common Core Standards and assisting in developing lessons for students with IEPs. This position will also collect, enter, analyze and process all required 21st CCLC data for the Cayen system. BGCCSRA tracks participation data using a web-based membership tracking system. Data will be duplicated into the Cayen system. The Curriculum and Outcomes Specialist facilitates secure data transfer for the independent evaluator.

The Site Coordinator assigns tasks and activities to the enrichment staff and certified teachers. The Site Coordinator will be responsible for implementing the day-to-day program operations at the site including direct supervision of all part-time enrichment staff. This includes data collection, mandated reporting, and grant evaluation that will ensure 21st CCLC goals and objectives are achieved.

The Program Director is responsible for assuring compliance with all state and district policies and procedures, providing accountability to the Advisory Council in coordination with the program evaluator, expanding and managing collaborative relationships, and working with the Resource Director to secure sustainability funding. The Program Director is also responsible for program schedule management, staffing of certified personnel and site coordinator, service delivery coordination, special events, assisting with data collection and volunteer solicitation, designing and implementing marketing plans, training and placement for all program components, and maintaining regular communication with partnering schools. The Program Director will work jointly with the Site Coordinator to ensure all 21st CCLC FY 20 goals and objectives are fulfilled as they relate to her duties and responsibilities.

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:

Boys & Girls Clubs of the CSRA 21st CCLC GREAT Futures Thomson program seeks to utilize 21st CCLC funding to provide quality academic support and youth health, social, emotional, and life-skills development by providing high quality instruction after school and during Summer Camp using Certified Teachers and Academic Enrichment Staff.

The major costs indicated in the Budget Summary are allocated for staffing, program supplies, and computers. Staff costs are necessary and reasonable to maintain 1:10 staff to student ratios for academic enrichment and 1:15 staff to student ratios for enrichment program sessions. The salary costs include prorated salary percentages of the program director, site coordinator, curriculum & outcomes specialist, certified instructional teachers, and enrichment staff. These costs include prorated fringe benefits, background checks, and professional development.

The total projected costs to serve 75 unduplicated McDuffie County children and youth with a high-quality year-round program is \$333,600. Per student served, the estimated cost is \$4,170. The elevated cost per child is due to the addition of certain staff positions that will support the goals of the program, particularly in terms of low staff to student ratios. Positions to be added include 2 Certified Teachers, a Family Liaison, a Curriculum and Outcomes Specialist, and additional Enrichment Staff. The role of Program Director will be expanded to meet the requirements of managing the grant. Additionally, the purchase of computer equipment and other program curriculum supplies enhances the quality of programs offered and significantly increases the service cost per child.

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

Boys & Girls Clubs of the CSRA (BGCCSRA) will utilize 21st CCLC funds to increase and enhance service to the target population through the GREAT Futures Thomson program. Therefore, the requested funds will supplement and not supplant. The program, if funded, will allow additional students to be served. The funds will also allow for enhanced curriculum and instruction in reading, math, and science not included in current the BGCCSRA program. Furthermore, the funding will allow for a lower ratio of academic enrichment staff to student, which will allow for more positive outcomes in academic achievement and social emotional development of targeted students. Funds will be coordinated by the Program Director and will leverage Georgia Department of Human Resources TANF funds allocated from GA Alliance for Boys & Girls Clubs, USDA funds through the Bright From the Start Food Program to provide afterschool snacks and meals. OJP Funding will provide mentoring to identified students, all to ensure greater access to and more resources for the program. Administrative costs to operate the proposed 21st CCLC program have been kept at the 10% cap each year, and no general/operating expenses are being requested.

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

All staff supported with 21st CCLC funds will perform work directly related to the GREAT Futures Thomson program. Percentages of time of existing BGCCSRA full-time staff have been allocated to accomplish tasks related to the project, limiting administrative expense to the program. Salaries are determined using Boys & Girls Clubs of America (BGCA) Job Classification and Compensation Management Program. The program benchmarks all classifications against organizations of similar size in the local labor market and provides recommendations based on the local organization. BGCCSRA adheres to its compensation philosophy, which provides fair, equitable, and competitive compensation levels that enable the organization to attract, retain, and reward staff. The program was first introduced in 1998 and is updated approximately every 3 years and includes trends in inflation.

*(Word count is 1781)*

## **WORKING CAPITAL ANALYSIS WORKSHEET 2019-2020**

**Applicant Name: Boys & Girls Clubs of the CSRA, Inc.**

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

Date of most recent audit:	12/31/2017
Cash and cash equivalents*	\$ 595,355.00

**Calculation of recommended working capital requirement:**

Proposed annual budget of the 21st CCLC program	\$ 282,375.00
Number of months of operation (including summer, if applicable)	12
Estimated monthly working capital requirement	\$23,531.25
Necessary working capital for 3 month period	\$70,593.75

**Results:**

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

### FY20 RFP Budget Details For Year 1 (FY20)

**Program name:** GREAT Futures Thomson

**Fiscal agent name:** Boys & Girls Clubs of the CSRA, Inc.

**Budget updated on (date):** 01/26/2019

					Sum:	\$282,375.00	Maximum Amount Allowed: \$282,375.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2020	1000 / 110	1000	110	2	\$18,000.00	\$36,000.00	2 Certified Teacher (\$25 per/hr @ 20hr/wk @ 36 wks) - Afterschool
2020	1000 / 110	1000	110	2	\$1,000.00	\$2,000.00	2 Certified Teacher (\$25 per/hr @ 20hr/wk @ 2 wks) - Holidays
2020	1000 / 110	1000	110	2	\$3,000.00	\$6,000.00	2 Certified Teacher (\$25 per/hr @ 20hr/wk @ 6 wks) - Summer Camp
2020	1000 / 140	1000	140	7	\$9,000.00	\$63,000.00	Enrichment Staff: 7 (\$10 per/hr @ 25hr/wk @ 36 wks - after school)
2020	1000 / 140	1000	140	7	\$500.00	\$3,500.00	Enrichment Staff: 7 (\$10 per/hr @ 25hr/wk @ 2 wks) - Holidays
2020	1000 / 140	1000	140	7	\$1,800.00	\$12,600.00	Enrichment Staff: 7 (\$10 per/hr @ 30hr/wk @ 6wks) - Summer Camp
2020	1000 / 200	1000	200	1	\$3,366.00	\$3,366.00	Fringe Benefits for part time certified teachers (.0765 FICA)
2020	1000 / 200	1000	200	1	\$6,051.00	\$6,051.00	Fringe Benefits - Enrichment staff (.0765 FICA)
2020	1000 / 300	1000	300	4	\$1,200.00	\$4,800.00	Contracted services (Contractor to be determined - TBD) to provide specialized instruction in the areas of art, music, drama, science, fitness, etc. for the afterschool and summer programs. Rates currently not available, however budgets reflects \$1,200 per quarter. We will consult GaDOE before implentation.
2020	1000 / 610	1000	610	1	\$12,939.00	\$12,939.00	After school and Summer program supplies including paper, copies of curriculum, pencils, pens, membership cards, projects, balls and games for project based/hands-on learning supplies that align to the regular school day. Also includes funds for bookshelves, storage bins and filing cabinets to store resource books, math & science manipulatives and important records.12 months @ \$1250 per month. Reduced to fit into budget constraints
2020	1000 / 641	1000	641	1	\$3,000.00	\$3,000.00	Program Curriculum (enrichment and assessment tools like IXL (includes member subscription, grade level proficiency practice modules, and pre & post tests), Science in a Nutshell, Academy of Engineering, etc.)
							Site Coordinators annual salary =

2020	2100 / 191	2100	191	1	\$38,000.00	\$38,000.00	\$38,000/year - works 40 hours per week, 12 months of the year
2020	2100 / 200	2100	200	1	\$11,400.00	\$11,400.00	Fringe Benefits for full time Site Coordinators(calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2020	2100 / 177	2100	177	1	\$7,200.00	\$7,200.00	Family Liaison - (\$10/hr * 20hr/week * 36 weeks) Afterschool
2020	2100 / 177	2100	177	1	\$400.00	\$400.00	Family Liaison - (\$10/hr * 20hr/week * 2 weeks) Holidays
2020	2100 / 177	2100	177	1	\$1,200.00	\$1,200.00	Family Liaison - (\$10/hr * 20hr/week * 6 weeks) Summer Camp
2020	2100 / 200	2100	200	1	\$673.00	\$673.00	Family Liaison Fringe Benefits @ 7.65% FICA
2020	2100 / 610	2100	610	1	\$1,500.00	\$1,500.00	Member Tracking Software - Annual Fees plus repairs/maintenance of scanners
2020	2210 / 199	2210	199	1	\$5,625.00	\$5,625.00	50% of Curriculum and Outcomes Specialist Salary (\$45,000/yr; works 40 hours per week, 12 months of the year) of which 25% of the 50% salary is requested on this grant. Applications are being submitted for 5 sites. Salary will be properly allocated based on new grant awards.
2020	2210 / 200	2210	200	1	\$1,688.00	\$1,688.00	Fringe Benefits for Curriculum and Outcomes Specialist calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%
2020	2100 / 810	2100	810	300	\$15.00	\$4,500.00	Field Trip student admissions for summer program (3 trips @ \$15 per child @ 100 students) Field trips will reinforce learning objectives from weekly programs. Field trips include places like Atlanta Zoo and Atlanta Aquarium.
2020	2230 / 142	2230	142	1	\$5,625.00	\$5,625.00	50% of Curriculum and Outcomes Specialist Salary (\$45,000/yr; works 40 hours per week, 12 months of the year) of which 25% of the 50% salary is requested on this grant. Applications are being submitted for 5 sites. Salary will be properly allocated based on new grant awards.
2020	2230 / 190	2230	190	1	\$14,000.00	\$14,000.00	Program Director: \$70,000 annual salary, works 40 hours per week, 12 months of the year; salary portion requested is 20% and all time will be spent on 21st CCLC grants. Applications are being submitted for 5 sites. Salary will be properly allocated based on new grant awards.
2020	2230 / 200	2230	200	1	\$4,200.00	\$4,200.00	Fringe Benefits for Program Director (calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2020	2230 / 200	2230	200	1	\$1,688.00	\$1,688.00	Fringe Benefits - Curriculum and Outcomes Specialist (calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2020	2230 / 300	2230	300	0	\$0.00	\$0.00	Delete
2020	2230 / 300	2230	300	1	\$4,500.00	\$4,500.00	External Audit
2020	2300 / 880	2300	880	1	\$9,549.00	\$9,549.00	Indirect Costs @ 3.5 %
2020	2700 / 300	2700	300	4	\$850.00	\$3,400.00	Transportation for field trips calculated at 4 trips @ \$850 per trip

2020	2900 / 300	2900	300	1	\$8,471.00	\$8,471.00	Evaluation Report @ 3% of grant award. Should fee exceed 3%, BGCCSRA will pay the additional cost from other sources.
2020	2210 / 810	2210	810	1	\$1,500.00	\$1,500.00	Staff Development training to include accomodations, per diem & travel for various training events to include: 21st CCLC Summer Institute, Annual state meeting, A+ training , Beyond the Bell, After School Alliance, etc.)
2020	2210 / 300	2210	300	1	\$2,000.00	\$2,000.00	Registration fees for professional development training workshops - Onsite
2020	2210 / 580	2210	580	1	\$2,000.00	\$2,000.00	Registration fees for professional development training workshops - Offsite

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

		Year 1 (FY20)		Year 2 (FY21)		Year 3 (FY22)		Year 4 (FY23)		Year 5 (FY24)	
Maximum Amount Allowed		\$282,375.00		\$282,375.00		\$282,375.00		\$254,137.50		\$225,900.00	
Function Code	Descriptions	Amount	%								
1000	Instruction	\$153,256.00	54.27	\$153,256.00	54.27	\$153,256.00	54.27	\$138,000.00	54.3	\$123,000.00	54.45
2100	Pupil Services	\$64,873.00	22.97	\$64,873.00	22.97	\$64,873.00	22.97	\$59,000.00	23.22	\$52,000.00	23.02
2210	Improvement Instructional Services	\$12,813.00	4.54	\$12,813.00	4.54	\$12,813.00	4.54	\$10,513.00	4.14	\$9,123.00	4.04
2213	Instructional Training	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$30,013.00	10.63	\$30,013.00	10.63	\$30,013.00	10.63	\$27,000.00	10.62	\$24,000.00	10.62
2300	General Administration (for Federal Indirect Cost)	\$9,549.00	3.38	\$9,549.00	3.38	\$9,549.00	3.38	\$8,600.00	3.38	\$7,600.00	3.36
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	\$3,400.00	1.2	\$3,400.00	1.2	\$3,400.00	1.2	\$3,400.00	1.34	\$3,400.00	1.51
2900	Other Support Services	\$8,471.00	3	\$8,471.00	3	\$8,471.00	3	\$7,624.00	3	\$6,777.00	3
	<b>Total</b>	<b>\$282,375.00</b>		<b>\$282,375.00</b>		<b>\$282,375.00</b>		<b>\$254,137.00</b>		<b>\$225,900.00</b>	

Allocation check for key areas:		Amount	%								
	Instruction and Pupil Services (1000 and 2100)	218,129.00	77.24	218,129.00	77.24	218,129.00	77.24	197,000.00	77.52	175,000.00	77.47
	Administrative Expenses (2230, 2300 and 2500)	39,562.00	14.01	39,562.00	14.01	39,562.00	14.01	35,600.00	14	31,600.00	13.98
Code	Less:										
2230/300	Audit	\$4,500.00	1.59	\$4,500.00	1.59	\$4,500.00	1.59	\$4,500.00	1.77	\$4,500.00	1.99
2230/332	National Criminal Background Checks	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230/520	Surety bond	0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2300/880	Indirect costs	\$9,549.00	3.38	\$9,549.00	3.38	\$9,549.00	3.38	\$8,600.00	3.38	\$7,600.00	3.36
	Sub-Total	\$14,049.00	4.97	\$14,049.00	4.97	\$14,049.00	4.97	\$13,100.00	5.15	\$12,100.00	5.35
	Net Administrative Expenses	\$25,513.00	9.04	\$25,513.00	9.04	\$25,513.00	9.04	\$22,500.00	8.85	\$19,500.00	8.63
2900/300	External Evaluation expense	\$8,471.00	3	\$8,471.00	3	\$8,471.00	3	\$7,624.00	3	\$6,777.00	3

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

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

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

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

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

Wages PDF

Download a copy of [Boys&G\\_wages\\_126.pdf](#)

Audit and Financial Statements

Download a copy of [Boys&G\\_financials\\_126.pdf](#)

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### • Non-LEA Applicants Only

In addition to the above narrative and budget information, all new non-LEA applicants must also submit copies of

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

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

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

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

Is there any pending litigation against the organization?    Yes    No

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

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

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[Is there any pending litigation against the organization?" Upload an opinion of counsel as to whether the pending litigation may impair the organization's performance this RFP.](#)

[Download counsels's opinion:](#)

## **Program Name: GREAT Futures Thomson**

### **A. Program Plan - History of Success**

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

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

The program plan must also address how the program will increase family's support for student's learning and ensure family members of participating students will be actively engaged in their children's education. Describe the services that will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals, including opportunities for literacy and related educational development

for the families of the children served by the program. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning, relational, collaborative and interactive.

## HISTORY OF SUCCESS

Given the gravity of the needs and gaps, it is imperative to identify the level of successful impact that past 21st CCLC grant funding has afforded the youth served by Boys & Girls Clubs of the CSRA (BGCCSRA), the organization, and the community. According to the 2017-2018 21st CCLC Summative Evaluation Report for BGCCSRA's current 21st CCLC program in partnership with Richmond County School System, of the 85 K-5th grade students attending three targeted elementary schools:

- 76% of participants attended 30 or more days
- 79% of regularly attending participants demonstrated a fitness level in the Healthy Fitness Zone
- 84% of students reported the program helped them complete and turn in homework on time
- 91% of students say they like the program
- 95% of parents are satisfied with the program
- 84% of parents reported the program is helping to improve their child's behavior
- 62% of teachers say participants show an improvement in academic performance

BGCCSRA has a demonstrated ability to positively impact student achievement and youth development. BGCCSRA is in its 67th year of service to the greater Augusta community. BGCCSRA has an annual operating budget of \$3.6 million and has an excellent track record of managing both federal and state grants including 21st CCLC, DHS, PREP, PEP, OJP, and CACFP. BGCCSRA has consistently received unqualified opinions on its single program audits and successful compliance monitoring visits.

Annually, the 11 existing BGCCSRA Club locations provide afterschool and summer camp programs in the community and in schools to over 1,898 members. More than 3,900 children and youth are served annually through BGCCSRA outreach programs in the community and in schools. Children served by BGCCSRA are among the most at-risk in the greater Augusta community. Of current BGCCSRA members, 86% are African-American, 88% are in single female parent households, and approximately 67% are in households earning less than \$25,000 annually. Of the 998 unduplicated members served last year all seniors graduated from school with plans for the future; no members dropped out of school; and 96% of members were promoted to the next grade level. BGCCSRA is currently administered two 21st CCLC grants serving over 210 students. Since 2010, BGCCSRA has successfully managed seven 21st CCLC programs.

## EVIDENCE OF BEST PRACTICES

BGCCSRA utilizes Boys & Girls Clubs of America (BGCA) research-based best practices and other published materials and toolkits as the guide and practice for program philosophy, operation, and management to prepare members for success today and in their futures. A 2015 study completed by University of Michigan Health Management professors showed that [BGCA] Club members have higher physical activity and grades, and lower cigarette, marijuana, and alcohol use, as compared to matched comparison samples (Eisenberg & Hutton, 2015).

A 2008 study, sponsored by the U.S. Department of Education, identified 13 indicators of success in delivering quality content and maintaining effective functionality in an [21st CCLC] afterschool setting.

Those indicators include:

1. Setting of clear goals for content area practice (i.e. literacy, math, science, arts, technology, and homework help)
2. Alignment of research-based activities to achieve goals
3. Alignment of practice content materials with state standards
4. Links between practice content activities and day-school activities

5. Use of research-based curriculum and teaching strategies
6. Provision of a positive program environment
7. Employment of motivational strategies to engage students in learning
8. Promotion of student engagement (e.g., encouraging meaningful experiences)
9. Effective program management/support/resources (e.g., staff/student ratio, staff educational experience, ongoing evaluation)
10. Provision of opportunities for student practice
11. Periodic evaluation to check program effectiveness
12. Periodic assessment to review student progress
13. Resetting goals according to assessment results

The proposed GREAT Futures Thomson program has combined these indicators of success with BGCA's longstanding successful afterschool curriculum to intricately weave a foundational fabric of BGCCSRA's program philosophy and operational implementation. Research on effective approaches to teaching and learning continue to emphasize the need to actively engage students and delve deeply into subject matter, providing "opportunities to learn with understanding" in combination with "a deep foundation of factual knowledge" (Bransford et al., 2000, p. 16). In utilizing these (13) indicators identified above, GREAT Futures Thomson program adopts afterschool best practices through providing an informal and experiential approach to learning that children and youth need to balance traditional school education.

The GREAT Futures program is designed as a comprehensive youth development program utilizing Boys & Girls Clubs of America (BGCA) programs with the addition of intentional academic support focused on improving student achievement and family engagement to increase parental involvement. Youth development as implemented by BGCA is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement (Mannes, Lewis, & Streit, 2005). School day teachers and principals are consulted to ensure that GREAT Futures activities both enhance and complement school day curriculum.

#### BGCA Programs – Research & Evidence

##### Project Learn

Program Area(s): Academic Support; Homework Help; Tutoring; Academic Enrichment; Remedial Education.

Research Basis: Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities.

Evidence Citation: Clark Reginald. (2002) Building Student Achievement: In-School and Out-of-School Factors. Policy Issues, North Central Regional Educational Laboratory, Issue 13.

Research results: An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies.

Evidence Citation: Schinke, Steven, et al. (2000) Enhancing the Educational Achievement of At-Risk Youth. Prevention Science, Volume 1, No. 1.

Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

##### Summer Brain Gain

Program Area(s): Academic Enrichment; Literacy; Math Education.

Research Basis: Summer Brain Gain is modeled on research into the most effective types of youth development and out-of-school-time programs. Web Link: <http://www.metisassociates.com/news/2013/boys-and-girls-clubs.html>

Research Results: A multiple-year evaluation of Summer Brain Gain was completed in 2015, using a study design that included rigorously matched control groups. Midstream results documented the following

improvements in Summer Brain Gain participants: improved math skills for 4th, 5th and 6th graders; and improvements in reading. Participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading.

Evidence Citation: Scuello, M. and Wilkens, D. (2015). Evaluating Summer Brain Gain: 2015 Study Report (New York, N.Y.: Metis Associates).

#### Triple Play

Program Area(s): Physical Fitness; Nutrition Education; Recreational Activities.

Research Results: An evaluation of Triple Play was conducted by Youth Development Strategies, Inc., using a randomized experimental approach with treatment and control groups. The evaluation documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than youth attending Clubs that were not implementing Triple Play.

Evidence Citation: Gambone, Michelle, et al. (2009) Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes. Youth Development Strategies, Inc.

#### SMART Leaders

Program Area(s): Drug and violence prevention

Research Results: An evaluation of SMART Leaders was conducted by Pennsylvania State University using a pre-test/post-test nonequivalent group design. The evaluation documented decreases in behaviors related to drugs, tobacco and alcohol, and increased knowledge of the health consequences of substance abuse.

Evidence Citation: St. Pierre, Tena L., D. Lynne Kaltreider, Melvin M. Mark, and Kathryn J. Aikin. (1992) Drug Prevention in a Community Setting: A Longitudinal Study of the Relative Effectiveness of a 3-Year Primary Prevention Program in Boys & Girls Clubs Across the Nation. American Journal of Community Psychology, Vol. 20, Issue 6.

SMART Leaders is an evidence-based program featured in the OJJDP Model Programs Guide.

#### Passport to Manhood

Program Area(s): Character Education

Research Basis: Passport to Manhood is based on research related to the cognitive, social and emotional development of adolescent boys, particularly as it relates to the development of positive values and a healthy identity.

Evidence Citation: McLean, K., et al. (2010) Constructing the Self in Early, Middle and Late Adolescent Boys: Narrative Identity, Individuation, and Well-Being. Journal of Research on Adolescence, Vol. 20.

#### Youth Development Strategy

Youth development as implemented by Boys & Girls Clubs is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement.

Evidence Citation: Mannes, M., Lewis, S., & Streit, K. (2005). Deepening Impact through Quality Youth Development Strategies and Practices: Final Report. Minneapolis, MN. Search Institute.

These best practices adopted by BGCCSRA have been applied to the identified needs of the targeted 21st CCLC students. The result is a research and evidenced-based GREAT Futures program with a community approach designed to meet four primary needs of target students:

1. Academic Needs,
2. Healthy Lifestyle Needs,
3. Social Emotional Needs, and
4. Family Engagement Needs.

#### ACADEMIC IMPROVEMENT

The National Partnership for Quality Afterschool Learning Final Report published to the U.S. Department of

Education in 2008 showed that diversity in activities was one key way that programs maintained interest among students. The proposed 21st CCLC Great Futures program is composed of academic enrichment activities that include daily homework help; individual and small group tutoring; academic enrichment; technology; economic literacy; and the arts. In addition, fun, educational field trips are aligned to academic topics and included for both afterschool and summer programs. Offering a variety of fun, experiential approaches, GREAT Futures utilizes multiple resources to ensure students' individual needs are met and that each students' deficiencies in Reading, Math, and Science are addressed. Utilizing multiple resources also ensures that learning opportunities are integrated throughout all program areas.

All proposed activities for the GREAT Futures program are aligned with Georgia Standards of Excellence and have been evaluated and demonstrated to improve student achievement. The components that form the foundation of the Reading curricula are those highlighted by the report published by the National Reading Panel (2000). These include phonological awareness (including phonemic awareness), phonics, vocabulary, comprehension, and fluency. Additional task time in Math and activities link to standards are evidence-based practices including the GREAT Futures math activities (NCTM 2000). Utilizing afterschool best practices, GREAT Futures takes an informal and experiential approach to learning that children need to balance traditional school education. Creative, blended, hands-on activities are utilized to promote language arts, math, and science. Inquiry-based methodology is infused throughout the program to encourage student problem-solving and engagement. For example, in a science activity, language arts is integrated using student journals to hone skills of observation; documentation; formulating and refining questions; articulating ideas and reasoning; identifying and debating evidence; moving from evidence to explanation; and communicating ideas and findings. Mathematical skills such as pattern recognition; data recording and analysis; proportion; and measuring and comparison are also incorporated.

Power Hour is the BGCA research-proven homework –help program that will be used by GREAT Futures Thomson program (Power Hour: Recharged) Recharged for the 21st Century, 2016). Cooper, Robinson, and Patall (2006) found that homework can improve student's scores on class tests. Power Hour encourages youth to be self-directed learners and provide resource-rich environments, tutoring and introduce activities that build on what children do in school. The program's Making Minutes Count approach helps students achieve academic success by providing homework help and, tutoring, GREAT Futures will utilize a 3-tier tutoring approach. Tutorial Services will be provided to students in reading, math, and science. The tutorials will be aligned with the school-based curriculum maps and day school teacher reports. The students who need more help and attention in homework, study, or learning skills, and/or specific academic subjects will work in small groups with a staff member. Additionally, tutorials will be aligned with the school-based curriculum maps and day school teacher reports. Certified teachers will be responsible for implementing the instructional academic activities and will direct tutorial services with the assistance of enrichment staff, and volunteers who will provide academic assistance In addition, specialized tutors and volunteers come in at least bi-weekly to engage with high-need students.

For many struggling students, especially in low-income environments; lack of space, time, and materials are significant obstacles to doing homework. The most basic tier of support provides space, materials, and the program time for students to do their homework independently. BGCCSRA staff utilize homework-assistance best practices to check for completion and accuracy as well as teach homework skills, note-taking, reading, and writing strategies. The next level in the system is for students who need more help and attention in homework, study, or learning skills. These students work in small groups with a staff member. Research shows that close relationships with adults and simply working on homework can have a significant impact on school performance (Power Hour, 2016). The third tier is for students needing specialized tutoring in a particular subject or skill area as identified by last quarter report card grades and previous year's GA Milestones scores. For this group, certified teachers are made available for individual or small-group targeted work. The tier approach cost-efficiently serves students with differing needs from a variety of schools. Students access homework assistance daily. Tier two and three level service frequency is determined by the individually developed student plan and is available daily if required. The program takes an alternating weekly subject (math one week, reading, the next,

etc.) approach with a science focus every Friday.

Another component of academic enrichment for GREAT Futures Thomson program is Project Learn. Project Learn is an evidence-based learning strategy featured in the OJJDP Model Programs Guide. It is designed to build and reinforce academic skills through five components: Homework Help and Tutoring; High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. High Yield Learning Activities are intentionally designed to provide students with afterschool learning experiences that are hands-on, interactive and linked to specific academic skills. Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities (Clark, 2002). An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies (Schinke, 2000). GREAT Futures will utilize academic enrichment staff to implement Project Learn for all program participants, Monday-Friday.

To increase proficiencies in English and Language Arts, GREAT Futures will use i-Ready. i-Ready is a technology based diagnostic and instruction program for reading and math (University of Utah Reading Clinic, 2015). i-Ready offers instructional strands for phonological awareness, phonics, high frequency words, vocabulary, literature comprehension, and informational text comprehension. An Ohio Case Study showed the i-Ready program showed an increase in reading achievement. Other case studies in Bronx, NY; Sacramento, CA; and Culpepper, VA found that when students used i-Ready, these students showed significant improvement on or above grade level reading. The suggested use for i-Ready is 15 minutes daily or 1 hour weekly. For the proposed GREAT Futures program, students will utilize the i-Ready instructional program for the first 20 minutes during CLUB TECH Monday-Friday.

The proposed GREAT Futures Thomson program will also utilize Camelot Learning's Math Intervention to increase participants grade-level proficiencies in Math. Camelot Learning's research-based curriculum is aligned to the National Content Standards and correlate to National Council of Teachers of Mathematics standards. One-third party study showed that students exposed to 20 Camelot Learning's Math Intervention showed significant gains in Number Sense Skills compared to a control group (Jones, 2012). The proposed 21st CCLC GREAT Futures program will utilize Camelot's curriculum to introduce and reinforce Math skills in a new and exciting way. Each lesson will provide instruction and practice using manipulatives in a fun, team-building environment. Students will build skills and confidence with games, mental math strategies, and daily problem solving. Test-taking skills will be improved with hands-on activities.

Students targeted by 21st CCLC GREAT Futures Thomson program are not performing proficiently in Science according to Georgia standards. A team of STEM professionals and educators were brought together by the U.S. Department of Education in 2015 to create a set of recommendations for an innovative future of Stem Education (STEM 2026, 2015). One of the key findings from that think-tank was that all students regardless of grade need accessible learning activities that invite intentional play and risk. The report published stated "through the process of exploration and discovery, they see that STEM is everywhere, that they have something to contribute to the field, and they learn to take a team-based approach to tackling real-world problems and challenges" (p. ii). In order to actively engage students in areas of Science, the GREAT Futures program incorporates DIY STEM. DIY STEM is a series of project-based learning modules covering Energy and Electricity, Engineering Design, Food Chemistry, Aeronautics, and Robotics. DIY STEM provides youth who might otherwise not have access to STEM experiences with simple, hands-on activities. BGCCSRA Enrichment Staff are trained in all DIY STEM modules. The GREAT Futures program will utilize DIY STEM to harness participants' natural curiosity to drive interest in science which builds the capacity for success in STEM disciplines.

A 2012 report from the National Endowment for the Arts showed that by nearly every indicator studied, "a

student from a low-socioeconomic (SES) background with a high-arts education experience significantly outperformed their peers academically from a low arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers” (O'Brien, 2013). Students targeted by GREAT Futures receive little exposure to the arts during the school day. GREAT Futures integrates The Arts throughout the proposed afterschool program. Utilizing the framework set forth by Georgia Standards of Excellence, GREAT Futures introduces members to a framework of fine arts subjects including dance, drama, media art, music, and visual art. This framework supports the development of self-expression and creative thinking skills, critical components to positive social emotional development as well. Art programs will be offered year-round in a block format providing at least weekly participation. In addition, BGCCSRA will utilize partners, such as Tiaras and Pearls, to conduct periodic classes tailored to support academic topics during the afterschool and summer programs

Through research-based programs and curriculum, GREAT Futures' targeted students will be provided diverse experiences in multiple mediums including ImageMakers photography program, exposure to classic literature through book clubs, and introduced to classical and modern artists such as Rembrandt and Freida Kahlo. Digital Arts curriculum will be utilized to provide animated tutorials that guide students in developing skills in web design, graphic design, digital photography, music making, and movie making.

GREAT Futures members in 3rd-12th grade will have the opportunity to use School Beats, an innovative program that bridges the gap between pop culture and education. The proposed curriculum will provide step-by-step instruction that will teach students music theory, sound engineering, studio management, and music production. In addition, the curriculum will help participants develop skills such as critical thinking, decision making, problem solving, team work, creative writing, and more. All lessons in the curriculum are aligned to Common Core Standards.

In alignment with the BGCCSRA's vision for all members to be “on track to graduate from high school with a plan for the future,” the workforce development framework becomes the roadmap for GREAT Futures Thomson's workforce readiness and access among youth. Students attending the schools targeted by Great Futures Thomson program are not reading at grade level; have low proficiencies in core courses of English, Math, Science, and Social Studies; and have a 51% score for College Readiness. To combat these startling statistics and ensure GREAT Futures participants have a plan for their future, members are introduced to career exploration and financial literacy. Great Futures Work Development initiative will help members define a path to success providing them with the skills, mentoring, and support they need to achieve a great future. Through the workforce development program, not only will members be more than prepared to enter the workforce, but local employers will look to BGCCSRA clubs as partners in preparing the next generation of employees and business leaders. The framework for the approach to workforce development focuses on preparing students for first time work experiences.. Boys & Girls Clubs of America programs, such as Career Launch and Money Matters, each offer 8-12 hour-long lessons with lessons presented each week.

Career Launch encourages students ages 13-18 to assess their skills and interests; explore careers through job shadowing and field trips; make sound educational decisions; and prepare members to join the nation's workforce. Local business partnerships will ensure the success of Career Launch and introduces GREAT Futures students to real-life career opportunities.

The proposed GREAT Futures program will utilize BGCSRA partners in the banking community to conduct the Money Matters program. Money Matters is a financial literacy program that promotes financial responsibility and independence among members ages 13-18 by building their basic money management skills. Members learn how to manage a checking account, budget, save and invest. They also learn about starting a small business and paying for college. For teens, that builds knowledge and skills in various aspects of money management, including budgeting, saving, investing, credit and debt, entrepreneurship, and saving for college.

The workforce for tomorrow will increasingly rely on technology. The proposed GREAT Futures program

integrates many research-based components of technology and engineering to ensure members are STEM ready. This project-based approach develops critical thinking, problem solving and other skills critical to success in the STEM workforce and beyond.

My.Future is a safe, fun, mobile-friendly social platform with access to more than 100 BGCA program activities, in areas such as STEM, leadership and visual arts. With My.Future, students can share their work with their friends while earning recognition and rewards. Tools such as My.Future will engage youth in productive afterschool activities and develop important 21st century skills. The result will be a stronger pipeline of good citizens, skilled workers and safer communities. Another component of technology that GREAT Futures introduces is App Lab Computer Science Design (App Lab). App Lab is a BGCA digital app development curriculum specifically targeting middle school aged youth. The program consists of 15 sessions covering the basics of coding using MIT's App Inventor website; designing and developing a new app; and crafting a presentation to share their work with others.

Essentials is a BGCA designed internet, media, and information literacy program. All GREAT Futures students are provided the Essentials course, which consists of staff-facilitated project experiences that provide students of all ability levels the foundational technology skills that can be tailored with over 40 activities from beginner, intermediate, and advanced levels. Essentials explores three central themes: building, exploring, and communicating.

GREAT Futures middle school students are introduced to robotics through Robo Tech. Robo Tech is a BGCA program that provides participants a fun and educational introduction to the field of robotics and its ancillary components of electronics, mechanics, and software. GREAT Futures middle school students are also given access to Lego Mindstorm®, a self-contained kit that introduces robotics. Students, working in groups, will use the kits and tutorials to build and program a robot that interacts with its environment.

All GREAT Futures participants, preK-12, receive hands-on engineering education through the Academy of Engineering (AOE). AOE, designed by BGCA, utilizes LEGO materials, internet-delivered software, digital cameras, graphic calculators, interactive videos, and resource books to teach the basics and fundamentals of engineering. AOE was developed to support state and national standards including the National Science Education Standards and Project 2061 Benchmarks for Science Literacy.

Research supports what educators and parents have long known: strong afterschool and summer programs produce results for children and youth. There is growing evidence that quality afterschool programs make a positive difference in the areas that contribute to school success - higher attendance, better grades and improved behavior (Huang et al., 2017; George, Cusick, Wasserman & Gladden, 2017). There is substantial evidence that summer learning loss is a serious problem that disproportionately affects low-income students. Equally compelling is the mounting evidence that quality programs can prevent, or even reverse, summer learning loss and prepare young people to begin the next grade ready to learn and build upon their previous success (Borman, Goetz, & Dowling, 2009). A vast majority of the students targeted by the proposed GREAT Futures Thomson program reside in low-income households with 97% receiving free or reduced lunch. Multiple studies have shown that low-income students experience an average two month reading gap during the summer (Bennett, 2017). This gap is often referred to as a "summer slide" and is cumulative and can ultimately impact graduation rates and college readiness.

GREAT Futures Thomson program will integrate Summer Brain Gain curriculum during the program's 6-week full day summer camp. Summer Brain Gain is modeled on research into the most effective types of youth development and out-of-school-time programs. A multiple-year evaluation of Summer Brain Gain was completed in 2015, using a study design that included rigorously matched control groups. Midstream results documented the following improvements in Summer Brain Gain participants: improved math skills for 4th, 5th, and 6th graders; and improvements in reading skills for 5th and 8th graders. Final results documented that participants experience a notable increase in math performance and suffered no significant summer learning loss in early

literacy, math, or reading (Scuella & Wilkens, 2015).

Academic components of GREAT Futures Thomson program are designed to improve academic achievement. Data collected to measure academic improvement will include benchmark assessments and report card data that will be collected at the end of each grading period. Georgia Milestones scores will be collected at the end of the school year based on standards listed at [www.georgiastandards.org](http://www.georgiastandards.org). Benchmarks will include school day teacher's reports; afterschool staff reports; report card grades; Georgia Milestones scores; pre and post tests and surveys. BGCCSRA Club Directors will be responsible for collection of data. Partnerships with McDuffie County School Systems will allow for data collection from targeted schools.

#### PROMOTION OF HEALTHY LIFESTYLES

To address the healthy lifestyles needs of students targeted by GREAT Futures Thomson program, including lack of access to healthy foods, obesity, and lack of access to a safe place to play, GREAT Futures will offer all participants (grades preK-12) a variety of research-based comprehensive prevention programs. The proposed program integrates a health and wellness framework that contextualizes a culture of wellness as the balance of physical health and emotional well-being that impacts both mindset and behavior. GREAT Futures approach to wellness will include long-term sustainable approaches of prevention and education that create a healthier generation.

Triple Play is a major component that the GREAT Futures program will use to promote healthy lifestyles for targeted students. Triple Play is a comprehensive health and wellness program, developed in collaboration with the US Department of Health & Human Services. Since launching in 2005, Triple Play has made more than 14.4 million connections with kids and teens ([bgca.org](http://bgca.org)). Participants in Triple Play have reported double-digit increases in physical activity, improved eating habits, and improved relationships with their peers, which have all been linked to positive long-term health outcomes. Triple Play features three components.

The first component, Triple Play Mind, engages youth in nutrition education and cooking activities. Triple Play Mind uses Healthy Habits curriculum. Healthy Habits is designed to teach youth about the benefits of developing healthy habits such as eating smart and being physically active. This component equips young people with skills to adopt healthier habits by participating in fun and engaging learning activities both at the Club and at home; and encourages young people to take small steps toward positive behavior changes.

The next component, Triple Play Body, promotes becoming more physically active through running and non-competitive, daily fitness routines. The curriculum includes Fitness Challenges and Triple Play Leadership clubs. This component places an intentional focus on physical literacy: Ability - Increasing capability in basic movement skills and overall fitness; Confidence - the ability to play sports or enjoy other physical activities; and Motivation - the intrinsic enthusiasm for physical activity for members to be physically active for life. Triple Play Body infuses small-group leadership and service into active play.

The third component, Triple Play Soul, places an emphasis on social and emotional development, or the social, cognitive, and behavior skills that youth need to be healthy and productive. This component has an explicit focus on emotional regulation, healthy relationships with self and others, and responsible decision-making. Through Social Recreation activities, youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together.

The proposed GREAT Futures program will use the Sports Play Active Recreation for Kids (SPARK), which is a research-based fitness activity and nutrition curriculum aligned with the National Physical Education Standards. SPARK targets pre-K through 12th grade students. SPARK has shown evidence in of achievement in a variety of areas including:

- Physical activity,

- Physical fitness,
- Lesson context and teacher behavior,
- Academic achievement,
- Motor skill development,
- Student enjoyment of the program, and
- Adiposity or severe obesity (San Diego State Research Foundation, 2016).

BGCCSRA's most recent 21st CCLC program utilizing Triple Play and SPARK curriculum met all healthy lifestyle objectives according to the most recent summative report completed by an outside evaluator. More than half the participants improved cardiovascular fitness; demonstrated increased knowledge of healthy eating habits; and demonstrated an increased knowledge of healthy eating habits.

## SOCIAL EMOTIONAL WELL BEING

In the FY20 21st CCLC needs assessment, BGCCSRA identified a critical need for positive social emotional development for targeted students. The proposed GREAT Futures program includes curriculum and activities that focus on students' understanding of self and others; decision-making abilities; competencies; and assets. GREAT Futures will feature SMART (Skills Mastery and Resistance Training) programs on a rotational basis throughout the year. The set of SMART programs is a nationally acclaimed prevention program originally developed by BGCA in the 1980s.

SMART programming includes SMART Moves, SMART Girls, and SMART Leaders. These age-specific SMART programs are designed to expose students to various group activities to improve their knowledge and understanding of self and their roles with others, and the community at large. During SMART sessions, Character Education & Citizenship is addressed through classes in leadership and service learning. Service learning projects develops civic awareness while making meaningful contributions to the community. SMART curriculum encourages youth to become community advocates for relationships that promote equality and respect while combating the attitudes and behaviors that lead to dating, sexual, and domestic violence. Furthermore, support programs like Passport to Manhood and Making A Difference hone and strengthen critical-thinking and decision-making skills as well as improve relationship-building skills.

For the proposed GREAT Futures program, BGCCSRA will recruit and hire academic enrichment staff who will then receive ongoing professional development to utilize SMART programs to educate students in understanding natural and logical consequences of their actions and encourage them to accept responsibility for their behaviors. Through modeling, reinforcement, and practice in the areas of social competence and conflict resolution activities; GREAT Futures academic enrichment staff will guide students in developing, establishing, and demonstrating positive values in emotional and socially comfortable settings.

The majority of the students targeted by the 21st CCLC GREAT Futures Thomson program reside in a single parent home and often lack a positive role model. This often leads to unsupervised youth and leaves many youth in the McDuffie County community vulnerable to risky behaviors. GREAT Futures will promote and recruit positive mentors for all GREAT Futures participants. Mentors will meet on a regular scheduled weekly basis at the Club site. All mentors will be screened, trained, and supervised at all times by program staff. Pre-training for mentors will be an important aspect of this GREAT Futures component. Research highlighted by the Center for Evidence-Based Mentoring shows it is vital to provide mentors exposure to situations that commonly arise when working with at-risk youth (Raposa, Rhodes, & Herrera, 2016). BGCCSRA 21st CCLC Program Director will ensure that all mentors receive adequate training and exposure to best serve targeted GREAT Futures youth.

Character & Leadership education is a critical component of social and emotional learning that promotes core virtues, moral sensitivity, moral commitment, ethical reasoning, and personal growth aspirations (Kidron, 2018). To provide excellent Character & Leadership development, the proposed GREAT Futures program will employ

two results-proven programs. The first is the Keystone Club. The Keystone Club “offers teens the ability to lean an important initiative in their community, one that helps not only their peers and their community, but also themselves” (Swigert & Boyd, 2010). The six core areas of Keystone Club include:

1. Service to Club and Community;
2. Character and Leadership Development;
3. Education and Career Exploration;
4. Free Enterprise;
5. Unity; and
6. Social Recreation.

Keystone has been a part of BGCA programming for nearly 40 years. Research on a BGCA Keystone alumni cohort showed that Keystone Club greatly impacted their abilities to lead groups, helped and improved their facilitation skills, and instilled self-confidence for speaking in front of groups (Swigert & Boyd, 2010).

The second planned portion to target Character & Leadership of GREAT Futures participants is Torch Club. Torch Club is a “club within the Club”. Torch Clubs are chartered, small-group character and leadership clubs for boys and girls ages 11 to 13. Torch Club is a powerful vehicle through which young people develop and strengthen their 21st-century leadership skills, giving them a firm foundation of good character and integrity. Torch Club members elect officers and work together to implement projects in the four focus areas: service to Club and community; education; health and fitness; and social recreation.

Targeted students of the proposed GREAT Futures program reside in homes with incomes well below the poverty line. Research published by Pediatrics shows that poverty can adversely affect children’s mental health and the effects of poverty affects children’s social-emotional functioning. To further address these needs, GREAT Futures program has developed a counseling component that will work in complement with the academic and healthy lifestyles components. GREAT Futures will partner with Serenity Behavioral Health, which will provide monthly group activities centered on positive social emotional development. Students who have Medicaid or other forms of insurance are eligible to receive private and family counseling from Serenity.

#### INCREASED PARENT/CAREGIVER PARTICIPATION AND ENGAGEMENT

The fourth and final focus area of GREAT Futures Thomson program is family engagement. According to reports by [Epstein, Clark, Salinas, & Sanders, 1997; Henderson & Mapp, 2002; Van Voorhis, 2001], the 21st Century Community Learning Centers are based on improving student learning by more extensively engaging the community and families with schools and expanding opportunities after school. They further indicate that school and afterschool leaders must identify the barriers within their particular communities that prevent parents from being more active in their children’s education. The 21st CCLC GREAT Futures Thomson needs assessment identified that low adult educational attainment and high rates of poverty were the primary barriers for parents and caregivers of targeted students.

Priscilla Little, afterschool research expert, stated that there are six research-based strategies that 21st Century Community Learning Centers can use to improve their family engagement efforts (2013). Those strategies are:

- 1) Have adequate and welcoming space to engage families;
- 2) Establish policies and procedures to engage families;
- 3) Communicate and build trusting relationships;
- 4) Be intentional about staff hiring and training to promote effective staff-family interactions;
- 5) Connect families to each other, to the program staff, to schools and to other community institutions; and
- 6) Help support families and their basic needs.

GREAT Futures Thomson program will offer regular family activities to engage and increase parental/caregiver involvement. The physical location for 21st CCLC GREAT Futures has been intentionally designed to have space where families/caregivers can meet together to be engaged in their child’s academic progress and process. Parent will receive information on their child’s progress and upcoming events. A Parent Handbook designed for the proposed GREAT Futures program will be made available to all parents/caregivers. The Parent

Handbook will be written on 3rd grade reading level and will detail all program goals and expectations as well as available tools and resources from BGCCSRA partners. In addition, a family engagement section for 21st CCLC programs will be added to the organizational operations manual.

Family members of GREAT Futures participants will receive weekly, monthly, quarterly, and sometimes daily communication from the Site Coordinator. All communication-verbal, written, and electronic- will be written on third-grade reading level. Site Coordinator will maintain a communications log. All GREAT Futures staff will receive training on how to respectfully communicate with caregivers from varying backgrounds. GREAT Futures staff will be coached and encouraged by the Site Coordinator to actively engage family members including asking them about their own lives and interests; asking them about their children's' interests and achievements (including children not enrolled in the program); and ensuring that both positive and negative feedback is given and received.

In addition, BGCCSRA will assist parents and caregivers who do not have an email, in setting one up, so that BGCCSRA can communicate with caregivers on a monthly basis regarding student progress, send newsletters, and student reports. Parents and caregivers will also receive email correspondence on their child's IXL membership subscription for ELA, Math, Science, and Social Studies practice modules, proficiencies, and pre and post-tests. This correspondence is a vital component to keeping parents informed in their students' progress. Parent training will be offered using IXL online curriculum. BGCCSRA will ensure that parents and caregivers have access to computers to utilize all technology needed to stay involved in students' academic success. Special events will be hosted on-site and with partner agencies to engage the family as a whole and meet the parents/caregivers where they are. Parents and caregivers will also be encouraged to serve on the 21st CCLC Advisory Council.

BGCCSRA will employ a Family Liaison who will maintain monthly contact and visits with families to engage parents/caregivers and encourage their involvement in their child's education. BGCCSRA's supportive partnerships are committed to encouraging and promoting family engagements. The Site Coordinator will measure family engagement success through attendance of family engagement events, parent/caregiver surveys, assessments, observations, and evaluations.

BGCCSRA will provide services and resources to promote resiliency and self-efficacy in parents and caregivers. Parents are more likely to achieve healthy, favorable outcomes if they are resilient. Resilience is the process of managing stress and functioning well even when faced with challenges, adversity and trauma. While some stressors can be managed and easily resolved, others, such as "fixing" a child's developmental disability, erase the abuse they suffered as a child or be able to move out of a crime afflicted neighborhood may not have an immediate resolution. Rather, parents are resilient when they are able to connect with their inner strength to proactively meet personal challenges and those in relation to their child, manage adversities, heal the effects of trauma and thrive given the unique characteristics and circumstances of their family. Demonstrating resilience increases parents' self-efficacy because they are able to see evidence of both their ability to face challenges competently and to make wise choice about addressing challenges. Furthermore, parental resilience has a positive effect on the parent, the child and the parent-child relationship. By managing stressors, parents feel better and can provide more nurturing attention to their child which enables their child to form a secure emotional attachment with parents, in turn, fosters the development of resilience in children when they experience stress. This strength-based approach is designed to preserve parents' dignity and to promote their and their family's development, resilience and ability to advocate for and receive needed services and resources.

BGCCSRA Great Futures will use the two-generation approach to focus on addressing the needs of vulnerable children and their parents together. This strategy will reduce families in poverty by connecting low-income families to early childhood education, job training and other tools to achieve financial stability and break the cycle of poverty. The two generation approach emphasizes education, economic supports, social capital, and health and well-being to create a legacy of economic security that passes from one generation to the next. The ultimate

goal is for the parents to pursue more education and obtain a better job spurred by the child's success. Ultimately, the benefits of these multiplier effects would accrue not only to the parent or child participating in an intervention, but to the whole family.

To best meet the needs of the parents and caregivers, BGCCSRA also partners with a number of off-site service providers including Augusta Technical College, Christ Community Health, and Serenity Behavioral Health. The purpose of community partnerships is to bring additional resources, expertise, and support that will help strengthen families and the community. GREAT Futures staff will leverage these BGCSRA partnerships and community-based services to promote parental competencies and behavior. Community resource seminars and referrals will be available during evening club hours and some weekends. Family engagement efforts will weigh heavily on adult educational attainment and literacy.

To address high poverty and unemployment that faces many of the community members in McDuffie County, financial planning that includes debt reduction, long and short-term planning, and budgets will be offered. The communities of McDuffie County also suffer greatly with poor nutrition. Nutrition and wellness activities will be offered to combat these issues. In collaboration with Georgia Coalition for Physical Activity and Nutrition, the proposed program will utilize the Cooking Matters demonstration program. Cooking Matters is a 20-year-old initiative that empowers families to stretch their food budgets and cook healthy meals so that their children receive a healthy, nutritious start to life. A third-party research body, Atarum Institute, showed that after six months of participating in Cooking Matters courses, families learned how to plan meals, shop with a list, and compare unit prices (2016). Families were also 17% more confident in stretching their food dollars.

*(Word count is 6911)*

## **Goals**

Utilizing a holistic community approach to address the specific needs of McDuffie County BGCCSRA members, academic performance is enhanced; teens are prepared for post-secondary life; members demonstrate healthy lifestyle habits; social emotional abilities and skills are improved and strengthened; and parents are engaged in their students' academic performance and play an active role in their students' success.

Four (4) goals have been set forth to address the needs of targeted GREAT Futures Thomson program children and youth:

1. Improve Academic Achievement;
2. Increase Knowledge of Healthy Lifestyle Choices;
3. Improve Social, Emotional, and Life Skills for Positive Youth Development; and
4. Increase Parental Engagement/Involvement in Students' Educational Process.

For each goal, the following specific objectives have been set forth:

### 1. Improve Academic Achievement

- 1.1) 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading;
- 1.2) 50% of regularly participating students will improve grade or maintain an "A" or "B" in reading on report card;
- 1.3) 50% of regularly participating students will meet or exceed state standards in math.
- 1.4) 50% of regularly participating students will improve grade or maintain an "A" or "B" in math on report card.

### 2. Increase Knowledge of Healthy Lifestyle Choices

- 2.1) 65% of regularly participating students will increase their knowledge of healthy eating habits and cardiovascular fitness.
- 2.2) 65% of regularly participating students will increase their knowledge of avoidance of risk taking behaviors

3. Improve Social, Emotional, and Life Skills for Positive Youth Development

- 3.1) 65% of regularly participating students will Increase knowledge of conflict resolution techniques
- 3.2) 75% of regularly participating members will increase civic engagement
- 3.3) 65% of regularly participating students will increase their knowledge and ability to exercise self and social management

4. Increase Parental Engagement/Involvement in Students' Educational Process

- 4.1) 65% of regularly participating students' families participate in at least one parental involvement activity offered monthly.
- 4.2) 50% of regularly participating students' families will volunteer at the program at least one time annually.

The proposed GREAT Futures Thomson program is a complete plan that includes four specific goals that will address the identified needs; corresponding measurable, challenging, yet achievable objectives; measurement tools; specific activities that will allow the program to progress towards stated objectives; and time frame in which the activities will occur. The complete plan for the proposed program has been uploaded into the FY 20 21st CCLC RFP portal.

**Program Name: GREAT Futures Thomson**

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

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve Academic Achievement	1.1) 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading 1.2) 50% of regularly participating students will improve grade or maintain an "A" or "B" in reading on report card 1.3) 50% of regularly participating students will meet or exceed state standards in math 1.4) 50% of regularly participating students will improve grade or maintain an "A" or "B" in math on report card 1.5)	1.1) GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details, IXL Cloud-based Learning Modules, I-Ready Assessments, Pre/Post Test Results, IXL Analytics Reports, Pre/Post Tests Performance Results, GCCS Benchmark Assessments 1.2) Report Card Grades, IXL Cloud-based Learning Modules, I-Ready Assessments, Pre/Post Test Results, IXL Analytics Reports, Pre/Post Tests Performance Results 1.3) GA Milestones EOC, and EOG Results, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details, Report Card Grades, IXL Cloud-based Learning Modules, I-Ready Assessments, Pre/Post Test Results, IXL Analytics Reports, Pre/Post Tests Performance Results 1.4) Report Card Grades, IXL Cloud-based Learning Modules, I-Ready Assessments, Pre/Post Test Results, IXL Analytics Reports, Pre/Post Tests Performance Results 1.5)	1.1.1) Reading Tutors 1.1.2) BGCA Academic Curriculum programs 1.1.3) IXL Cloud-based Reading Modules & Activities & Pre & Post Tests 1.1.4) I-Ready 1.2.1) Power Hour/Homework assistance 1.2.2) Reading Tutors 1.2.3) BGCA research-based Academic Curriculum programs 1.2.4) IXL Cloud-based Reading Modules & Activities & Pre & Post Tests 1.3.1) Power Hour/Homework assistance 1.3.2) Math Tutors 1.3.3) BGCA research-based Academic Curriculum programs 1.3.4) IXL Cloud-based Math Modules & Activities & Pre & Post Tests 1.3.5) IXL Math Analytics Real Time Feedback & Pre & Post Test Reports 1.4.1) Tutoring Support for SAT/ACT 1.4.2) Power Hour 1.4.3) I-Ready 1.4.4) Math Tutoring 1.4.5) STEAM Activities 1.4.6) Math in a Nutshell 1.4.7) Project Based Learning	1.1.1) Daily throughout school year 1.1.2) 2x a week throughout school year specific to reading 1.1.3) Weekly throughout school year 1.1.4) Daily throughout school year 1.2.1) Daily throughout school year 1.2.2) 2x a week throughout school year specific to math 1.2.3) Weekly throughout school year

				1.2.4) Daily throughout school year 1.3.1) Daily throughout school year 1.3.2) Daily throughout school year 1.3.3) Daily throughout school year 1.3.4) Daily throughout school year 1.3.5) Daily throughout school year 1.4.1) Weekly and as needed throughout the school year 1.4.2) Daily and as needed 1.4.3) Daily and as needed 1.4.4) Daily and as needed 1.4.5) Daily and as needed 1.4.6) Daily and as needed 1.4.7) Daily and as needed
2) Increase Knowledge of Healthy Lifestyle Choices	2.1) 65% of regularly participating students will increase their knowledge of healthy eating habits and cardiovascular fitness.	2.1) BGCA Research Based Culture of Wellness Curriculum Programs as identified and detailed in Program Goals Narrative, Pre/Post Tests, Pacer Tests, Teacher & After school staff observations & reports, Attendance records, Member self-reports, Discussion Groups 2.2) BGCA Research Based Culture of Wellness Curriculum Programs as	2.1.1) BGCA Research-Based Wellness Curriculum program 2.1.2) Triple Play Mind, Body, & Soul Activities 2.1.3) Discussion Groups 2.1.4) 2.2.1) BGCA Research-Based SMART programs 2.2.2) Triple Play Mind, Body, &	2.1.1) Weekly throughout the school year 2.1.2) Daily throughout the school year

	2.2) 65% of regularly participating students will increase their knowledge of avoidance of risk taking behaviors	identified and detailed in Program Goals Narrative, Pre/Post Surveys, Teacher & After school staff observations & reports, Attendance records, Member self-reports, Discussion Groups	Soul Activities 2.2.3) 2.2.4)	2.1.3) Weekly as needed 2.1.4) 2.2.1) Weekly throughout the school year 2.2.2) Weekly throughout the school year 2.2.3) 2.2.4)
3) Improve Social, Emotional, and Life Skills for Positive Youth Development	3.1) 65% of regularly participating students will Increase knowledge of conflict resolution techniques 3.2) 75% of regularly participating members will increase civic engagement 3.3) 65% of regularly participating students will increase their knowledge and ability to exercise self and social management	3.1) Students surveys, pre/post tests, group discussions, staff observations, peer to peer mentoring 3.2) Community service logs, volunteer projects, Data tracking system, community events, sign in/out sheets, member rosters 3.3) Pre/Post SEL Surveys, Student Surveys, Discussion Groups, Attendance Records, Member Self Reports, Teacher/Staff Observation Reports	3.1.1) SMART Leaders, SMART Girls, SMART Moves, BGCA research based curriculum 3.2.1) Peer to peer tutoring, junior mentors, junior staff, Club events, external volunteer opportunities 3.3.1) SMART Leaders, SMART Girls, SMART Moves, Passport to Manhood 3.3.2) Triple Play Mind, Body, & Soul Activities 3.3.3) Discussion Groups 3.3.4) Group and Individual Counseling Sessions	3.1.1) Weekly throughout the year 3.2.1) Monthly as scheduled throughout the year 3.3.1) Weekly throughout the school year 3.3.2) Weekly throughout the school year 3.3.3) Weekly throughout the school year 3.3.4) Weekly throughout the school year
4) Increase Parental Engagement/Involvement in Students' Educational Process	4.1) 65% of regularly participating students' families participate in at least one parental involvement activity offered monthly 4.2) 50% of regularly participating students' families will volunteer at the program at least one time	4.1) Sign-In sheets, Parent satisfaction surveys 4.2) Event Sign-In Sheets, After-school staff reports, Volunteer Log	4.1.1) Parent Workshops - topics: Grade Level Performance, Grade Proficiency Requirements, Social Emotional Development, Health, Nutrition, & Wellness, College/Career Readiness, SAT/ACT process 4.1.2) Family Liaison contacts & visits 4.1.3) Assist with Parent Email Account Set Up 4.1.4) Access to Computer Lab for Parents 4.2.1) Family Liaison contacts & visits 4.2.2) Establish/Maintain/Communicate via Email	4.1.1) Monthly and as needed throughout the school year 4.1.2) Weekly and as needed 4.1.3) As needed 4.1.4) As needed 4.2.1) ) Daily and as needed

	annually		4.2.3) Mail/Email Club Newsletters to Parents	throughout the year 4.2.2) ) Daily and as needed throughout the year 4.2.3) Monthly and as needed throughout the year
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To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the BACK button on the blue menu bar.

**Program Name: GREAT Futures Thomson**

**B. Quality Contact Time (5 Points)**

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the Table referenced above, focusing on the hours and days of service for students and families. Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students. The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities a **minimum of 12 hours each week** (occurring preferably between Monday-Friday) to provide a quality program in order to foster maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

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

The GREAT Futures Thomson program will operate from 3:15 p.m. to 6:15 p.m. Monday-Friday for a minimum of 15 hours per week/36 weeks during the school year, not including transportation time. GREAT Futures will offer services on most school holidays from 9 a.m. to 2 p.m. A 6-week Summer Enrichment program will be offered 9 a.m. to 2 p.m. Monday-Friday. The summer program will offer adapted program activities using a weekly thematic approach. A nutritious snack will be served to all program participants daily. Students are placed into small groups by grade and rotate through program areas. GREAT Futures offers a wide variety of interest-based programs and activities. As such, students may select to participate in certain areas (i.e. guitar vs. dance or garden project vs. sports clinic). Family engagement activities are held at least once per month during program hours.

*(Word count is 141)*

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

**Thomson Club**

After School Program: [Thomson Club\\_as\\_program\\_127\\_58.pdf](#)

Weekend/Holidays Program: [Thomson Club\\_ns\\_program\\_127\\_58.pdf](#)

Summer Program: [Thomson Club\\_sb\\_program\\_127\\_58.pdf](#)

21st CCLC SITE PROFILE FORM (2019-2020)			
21st CCLC Site Name	Thomson Club	County	McDuffie
Physical Address	221 Pecan Ave.		
City	Thomson	Zip Code	30824
Grade Levels Receiving Services (e.g. K-12)		# of students participating in the 21st CCLC program <u>PER DAY</u>	

Before School		Before School		Student data is
After School	Pre-K-12	After School	75	from Funding
Weekends/Holidays	Pre-K-12	Weekends/Holidays	65	Request Worksheet
Summer	Pre-K-12	Summer	75	
Enrichment Student to Staff Ratio		Academic Student to Staff Ratio		
1:15		1:10		
<b>SITE CONTACT INFORMATION</b>				
Site Contact Name	Tunishia Hymes	Phone	7065957477	Email
				thymes@bgcaugusta.org
<b>Regular School Year Program for Students</b>				
<b>AFTER SCHOOL PROGRAM Site Schedule</b>				
After School Program Start Date	06-Aug-19			
After School Program End Date	22-May-20			
Total # Days After School	180			
	MON	TUE	WED	THU
Service Begin Time (e.g., 3:00 PM)	3:15 PM	3:15 PM	3:15 PM	3:15 PM
Service End Time (e.g., 6:00 PM)	6:15 PM	6:15 PM	6:15 PM	6:15 PM
				FRI
				3:15 PM
				6:15 PM
				Total Weekly Hours
				After School
				15.00 of 15.00 hours
<b>WEEKEND and HOLIDAYS Site Schedule (if applicable)</b>				
List Days Site Will Be Open (e.g., 10/16/13, 10/23/13)	10/15/19, 11/11/19, 11/25/19, 11/26/2019, 1/6/20, 2/14/20, 2/17/20; Spring Break 4/6/20-4/10/20			
Total # Non-School Days	12			
	SAT	SUN	HOLIDAYS	
Service Begin Time (e.g., 9:00 AM)			2:00 PM	
Service End Time (e.g., 4:00 PM)			2:00 PM	
TOTAL HOURS PER DAY	0.00	0.00	5.00	
<b>Summer Programs for Students</b>				
<b>Summer Site Schedule for Typical Week</b>				
Summer Program Start Date	03-Jun-20			
Summer Program End Date	21-Jul-20			
Total # Days Summer Program	30			
	MON	TUE	WED	THU
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM
Service End Time (e.g., 4:00 PM)	2:00 PM	2:00 PM	2:00 PM	2:00 PM
				FRI
				9:00 AM
				2:00 PM
				Total Summer Hours
				per Week
				25.00 of 25.00 hours
<b>Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)</b>				
<b>Adult Education Site Program Schedule</b>				
Dates Site Open (Adults)				
Dates Site Closed (Adults)				
Total # Days	0			
	MON	TUE	WED	THU
Service Begin Time (e.g., 6:00 PM)				FRI
Service End Time (e.g., 8:00 PM)				8:00 PM
				Total Adult
				Hours per Week
				0.00

**Program Name: GREAT Futures Thomson**

**C. Recruitment and Retention (6 Points)**

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

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students. The narrative must include the number of targeted students that will be served by the proposed 21st CCLC program.

The GREAT Futures Thomson program will target 75 unduplicated students in preK-12th grade. Partner schools will analyze test scores to identify students who would benefit from the GREAT Futures program. Partner schools will then make referrals to the program. BGCCSRA will accept students into the program on a first come, first serve basis. Parents will be required to complete an online enrollment application and sign a consent

to share form for their child's targeted school. Priority will be given to those students not meeting state standards on the Georgia Milestones in reading, math, and/or science and having one of the following risk factors: eligible for free/reduced lunch, single parent, or behavioral issues.

A waiting list will be established when the enrollment capacity is reached. Regular program attendance will be monitored closely to move students from the waiting list. The process for enrolling a student into the program includes parent/guardian completing an online application and required forms, parent/guardian attending an orientation, and committing to the attendance policy. Parents will be given a parent handbook with club policy and procedures, safety protocols, behavior policy and expectations. Parents are required to acknowledge receipt of the parent handbook. Students will also receive an orientation once enrolled into the program.

BGCCSRA will adopt several recruitment strategies. Program flyers will be sent home with all students in all targeted schools. BGCCSRA will present GREAT Futures program information to teachers at school staff meetings. BGCCSRA will also implement broad-based community outreach strategies such as PSAs, local media coverage, and presentations to PTOs and civic organizations. GREAT Futures Parents will help recruit other parents by inviting other parents to special family engagement nights.

Regular participation is key to achieving positive youth outcomes. In 67 years of service to youth, BGCCSRA has learned that the most effect retention strategy in after-school programming is to provide quality, interesting, and fun programs; create leadership opportunities for youth served within the program; gather and respond to current youth interests; and employ adults who genuinely care and understand youth. BGCSRA uses the five key components of youth development: a safe, positive environment; supportive relationships with caring adults; fun; opportunities and expectations; and recognition. BGCSRA staff closely monitors attendance and reaches out to caregivers to promote and ensure regular attendance.

Part of BGCCSRA's retention plan includes the fostering of internal motivation and extrinsic rewards. Internal motivation is an important indicator in positive potential building in humans (Ryan & Deci, 2000). Helping youth discover their passion and the things that truly motivate them is an essential key to BGCCSRA programming. When students are intrinsically motivated, their genuine personal interest in an activity drives their motivation. That motivation then drives their level of engagement. Participating in an activity where one is deeply engaged and internally motivated by passion creates a positive experience that reinforces that motivation. Decades of research shows that intrinsic motivation is related to improved performance and learning within an activity. To have a deep and lasting impact on student outcomes, it is imperative that BGCCSRA offer a wide variety of engaging programs that meet the needs and interest of youth today and support the development of intrinsic motivation. Student interest surveys will be conducted annually to ensure that GREAT Futures programming is meeting students' identified needs and interests.

Researchers have found that extrinsic rewards can complement or increase intrinsic motivation (Rigby et al, 1992). For extrinsic rewards to be effective they have to be based on the fundamentals that support student motivation-competence, autonomy, and relatedness (Self Determination Theory). The incentive plan for GREAT Futures program will be based on attendance, not on academic performance. Students will not have to have a special competency to attend. The program is designed to be relatable to students. Attendance rewards will be incremental and directly related to showing up to the program. GREAT Futures program staff will hold monthly attendance recognition programs for all students. Students meeting 10 day, 30 day, 75 day, and 105-day benchmarks will be recognized and receive a small incentive. Once a student reaches the 105-day benchmark, they will be awarded membership into "Club 105" where they receive a T-shirt and are eligible to participate in special fieldtrips and activities. GREAT Futures incentive program will be fully funded through community supporters, not 21st CCLC funding.

*(Word count is 710)*

## **Program Name: GREAT Futures Thomson**

### ***D. Staffing and Professional Development (6 Points)***

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

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

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

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

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

Key administrative and program positions for the proposed 21st CCLC GREAT Futures Thomson Program are as follows:

- Executive Director - management
- Finance Director - management
- Program Director
- Site Coordinator
- Certified Teachers/Tutors
- Academic Enrichment Staff
- Curriculum & Outcomes Specialist
- Family Liaison
- Volunteer Coordinator

Mrs. Kim Evans serves as the Executive Director of the BGCCSRA. The Executive Director reports to BGCCSRA Board of Directors. Mrs. Evans holds a Bachelor of Science degree in Accounting from Clemson University. Mrs. Evans joined BGCCSRA in 2008 first as CFO following a career in Accounting and Finance for multiple companies, including two Fortune 500 companies. Since 2014, Mrs. Evans has served as Executive Director of BGCCSRA. In 2017, Georgia Lt. Governor Casey Cagle appointed Mrs. Evans to the Educational Turnaround Advisory Council to support the State Board of Education in efforts to assist school systems in turning around perennially low performing schools. The same year, Mrs. Evans was one of only 60 BGC CEOs nationwide selected to complete Harvard Business School's Leadership Summit, a collaborative educational experience designed to drive transformational impact nationally and locally through the development of leadership capabilities to solve the most pressing challenges facing Boys & Girls Clubs. In summer of 2018, Mrs. Evans was invited by Boys & Girls Clubs of America (BGCA) President and CEO to join the BGCA President's Advisory Committee. For the proposed program, Mrs. Evans will ensure the 21st CCLC Advisory Council is

developed and maintained; oversee progress of the GREAT Futures program goals and objectives; ensure performance outcome measures are achieved; and together with the Program Director will ensure the evaluation plan is completed.

Mrs. Bridgett Carrington serves as BGCCSRA Finance Director. The Finance Director (FD) reports to the Executive Director. Mrs. Carrington received a Bachelor's degree in Business Administration and Accounting from Augusta University (formerly Georgia Regents University). She also holds a M.B.A. from Augusta University. Mrs. Carrington began working for the organization in 2012 as the Staff Accountant, and since has risen to Senior Staff Accountant and currently holds the position of FD. As FD, she manages all financial, human resource, and IT functions for the organization and oversees one staff accountant. These functions include: preparing and analyzing financial statements, monitoring allocations to ensure grant and GAAP requirements are met, monitoring all federal, state, and local grants, overseeing annual audits, and managing payroll and Human Resources functions for all staff members at twelve Clubs across the CSRA. Mrs. Carrington's financial management has resulted in superior internal controls and stellar organizational transparency, as well as increased operational efficiencies. BGCCSRA is subject to the most rigorous A133 Single Program Audit. The Club has always received an unqualified audit. For the proposed 21st CCLC GREAT Futures program, Mrs. Carrington will ensure the fiscal transparency of the program budget and that it complies with all grant accountability requirements and reporting. Through an independent evaluator, the Advisory Council and the Board of Directors, the GREAT Futures Program is both accountable for all deliverables and transparent in operations.

Ms. Terri Wright is the BGCCSRA Operations Director (OD). The OD reports to the Executive Director. Ms. Wright holds a Bachelor of Science degree in Criminal Justice from Savannah State University and has over 10 years of experience in the education field. Since 2012, Ms. Wright has provided BGCCSRA with local Club management and grant monitoring, facility management, and staff development and training. Ms. Wright began as Club Director was promoted to Area Director and most recently promoted to Operations Director. Ms. Wright also serves as current BGCCSRA 21st CCLC Program Director and will serve as Program Director for the proposed 21st CCLC GREAT Futures program. The Program Director is responsible for assuring compliance with all state and district policies and procedures, providing accountability to the Advisory Council in coordination with the program evaluator, expanding and managing collaborative relationships, and working with the Resource Director to secure sustainability funding. The program director is also responsible for program schedule management, staffing of certified personnel and site coordinator, service delivery coordination, special events, assisting with data collection and volunteer solicitation, designing and implementing marketing plans, training and placement for all program components, and maintaining regular communication with partnering schools. The Program Director will work jointly with the Site Coordinator to ensure all 21st CCLC FY 20 goals and objectives are fulfilled as they relate to her duties and responsibilities. The Program Director must hold a Bachelor's Degree from an accredited college or university, and have a minimum of 1 year successful program management experience OR 3 years successful grant management experience, including budget management and staff management.

Ms. Tunishia Hymes serves as BGCCSRA Thomson Site Coordinator. Ms. Hymes received a Bachelor's degree in Business Administration in 2006. Prior to working with Boys & Girls Clubs of the CSRA, Ms. Hymes served for 2 years as a Curriculum Title I Paraprofessional for McDuffie County School Systems. In 2017, Ms. Hymes joined BGCCSRA staff as a family liaison. Ms. Hymes then transitioned to the role of Membership Clerk at the BGCCSRA Thomson Club. In February 2018, Ms. Hymes was promoted to Club Director of the Thomson Club. Ms. Hymes will serve as Site Coordinator for the proposed 21st CCLC GREAT Futures Thomson program. As full-time site coordinator, Ms. Hymes, will be responsible for implementing the day-to-day program operations at the site including direct supervision of all part-time program staff. This includes data collection, mandated reporting, and grant evaluation that will ensure 21st CCLC goals and objectives are achieved. Site Coordinators must have minimum 2 years post-secondary education, a minimum of 2 years grant management and budget management experience; Bachelor Degree preferred.

GREAT Futures Program Director will hire Certified Teachers to provide instruction and guide the delivery of education activities to students. Teachers receive planning time to develop individual plans for students and to communicate with the regular school day teachers. Likewise, certified tutors will be hired by the Program Director to provide specialized lessons in subjects of ELA, Math, and Science. Certified teachers and tutors must possess at minimum a bachelor's degree and have 1 year of teaching experience.

Academic Enrichment Staff will be hired by the Program Director to assist Site Coordinator with planning, implementation, supervising, and evaluating GREAT Futures activities. Enrichment Staff will ensure that members are encouraged to participate in a variety of program activities and receive instruction and constructive feedback to develop skills in program areas. GREAT Futures academic enrichment staff will have, at a minimum, a high school diploma or equivalent; a college degree is preferred.

A full-time Curriculum & Outcomes Specialist will be charged with ensuring GREAT Futures academic programming is aligned with the regular school day, facilitating regular communication with school day staff and providing ongoing training opportunities for instructional staff. The Curriculum and Outcome Specialist performs tasks and activities related to all program activities. The Curriculum and Outcome Specialist maintains up-to-date research on curriculum and gives feedback to the Program Director. The Curriculum and Outcomes Specialist also ensures that lessons are aligned with the school day. The Curriculum & Outcomes Specialist is responsible for monitoring lesson plan alignment to the Georgia Common Core Standards and assisting in developing lessons for students with IEPs. This position will also collect, enter, analyze and process all required 21st CCLC data for the Cayen system. BGCCSRA tracks participation data using a web-based membership tracking system. Data will be duplicated into the Cayen system. The Curriculum and Outcomes Specialist facilitates secure data transfer for the independent evaluator. Curriculum Specialists must have a minimum of 5 years of experience in a structured learning environment; teacher certification preferred.

The Program Director will hire a part-time Family Liaison. The Family Liaison will act as the designated staff person who communicates directly with caregivers and family members to invite their involvement and participation with the 21st CCLC GREAT Futures program. The Family Liaison will serve to connect program participants' parents/guardians to the GREAT Futures program and to the targeted school. The Family Liaison will develop family plans, coordinate resources for families, and deliver family programs. A minimum of a high school diploma is required for the Family Liaison; some college coursework completion is preferred.

BGCCSRA will leverage its Volunteer Coordinator, whose responsibilities are to recruit, screen, train and place volunteers (including seniors) in our programs. Last year, BGC had over 250 community volunteers providing 3,428 hours of service. Volunteers serve as mentors and coaches, homework assistants, arts and craft instructors, group activity leaders, fitness activity leaders, board members, advisory council members, and chaperones. Groups of volunteers have participated in various improvement projects at the clubs, as well as introduced the children to the arts or a particular occupation. BGCCSRA partners with local colleges for both internships and volunteers. Senior Volunteers work in our summer program through our partnership with the Senior Citizens Council and the Foster Grandparent program.

The proposed GREAT Futures program will feature a mentoring program which matches a volunteer mentor with an individual child. This mentor spends at least a year with that child, developing a personal relationship. A one-hour a week commitment provides stability and builds trust in a child who needs it most. To date, we have recruited and trained 70 mentors to work with our youth. The mentoring program is leveraged annually using OJP funding passed through from BGCA. Volunteer Coordinators must have a high school diploma.

BGCCSRA has developed a volunteer recruitment and retention plan. Volunteers are recruited through a variety of means, including building relationships and partnerships with local businesses, colleges, and corporations; attending agency and community fairs; utilizing all social media outlets; and utilizing mass media (PSAs on

radio, TV, and print media). Retention of volunteers starts from day one. From the initial contact, the Volunteer Coordinator keeps communications open through a set follow-up plan. From receiving their inquiry for volunteer opportunities, through an impactful Orientation with the site director, the volunteer's interests, skills, desire to serve and expectations are addressed. Once they are oriented and the volunteer has spent time in the club, another follow-up is done to get the volunteers' thoughts about their experience. Any issues are addressed to ensure that the volunteer feels valuable and their experience is positive. Volunteers and mentors are recognized regularly through thank you, birthday and holiday cards. Volunteers are challenged to recruit family and friends throughout the year, and awards and incentives are given. BGCCSRA volunteer program is funded with non-21st CCLC funds. BGCCSRA policies and procedures specify the same barrier crimes for volunteers that pertain to employees. Any potential volunteers not meeting the BGC fitness determination will not be allowed to volunteer in the program. Assignments are made and hours are tracked using an online volunteer registration and tracking system.

BGCCSRA has well-defined hiring practices that include posting positions with the job descriptions and qualifications, as well as interview, orientation and training protocols. All employees and volunteers are subjected to a national, state, and sex offender registry background check prior to coming into direct contact with youth and annually thereafter. All employees are subjected to finger print background checks upon hire. BGCCSRA utilizes First Advantage, FBI and the Georgia Department of Human Service's Georgia Applicant Processing System to conduct its background checks. BGCCSRA policies and procedures manual specifies barrier crimes including felonies, sex crimes, crimes against a child, and violent crimes. These barrier crimes are used to determine fitness for employment. BGCCSRA does not hire or permit employment, contracting, subcontracting or volunteering by any individual with a barrier crime background. All BGCCSRA employees must pass a drug screen prior to hiring. BGCCSRA policies and procedures provide for random and reasonable suspension drug screenings thereafter. Any information, regarding a conviction will not necessarily constitute termination, but will be reviewed in light of surrounding circumstances, including seriousness and nature of the violation, rehabilitation, and relationship to employment policies and federal statutory requirements. All BGCCSRA employees who have direct contact with children are required to take the online course "mandated reporters" within the first two weeks of employment.

The Quality Continuous Improvement framework was used when developing and implementing the professional development program for personnel providing services in the after school program. The professional development topics were collaboratively identified and discussed. The professional development curriculum was then constructed to meet the needs of the personnel and the programs. The two most important areas of concern for after-school program implementation are recruitment and retention of qualified personnel and providing relevant professional development training.

The Curriculum and Outcomes Specialist will ensure the instructional alignment of the academic curriculum with regular day school objectives and common core standards. The Curriculum and Outcomes Specialist will also ensure continuous communication with day school staff and organizes and implements ongoing professional development opportunities for instructional personnel. BGC provides new hire employees with 12 orientation and pre-service training hours prior to assuming full job responsibilities. Annually, BGC provides a total of 185 hours (including in-house and outside) professional development opportunities to part-time staff. Last year, on average, BGC part-time program staff participated in 67 hours each. On average, full-time staff participate in 140 hours of professional development annually. GREAT Futures Thomson program will maintain a 10:1 ratio with Certified Teachers and academic enrichment and 15:1 ratio for Enrichment Staff.

Research demonstrates that high quality programs are directly related to increased positive outcomes for youth (Roth & Brooks-Gunn, 2015). As such, high quality programming is a priority. One of the most important contributors to program quality is the level of knowledge and skills of front-line staff that are working most directly with program participants. Ongoing monitoring, coaching, professional development, and self-assessment are strategies implemented by BGCCSRA to improve program quality. BGCCSRA utilizes a personnel performance

management system which includes orientation, clear job descriptions with performance objectives, professional development tailored to employee identified career goals and skill needs, and regular performance appraisals. BGCCSRA utilizes a 360-degree feedback framework to provide individual employees with ongoing feedback that comes from members of an employee's immediate work circle. The 360-degree feedback surveys are completed by each employee, the employee's subordinates, peers, and/or supervisor(s). Using the 360-degree feedback framework, employees are able to identify their strengths and weaknesses and create a plan for professional and skill development. BGCCSRA also uses the 21st CCLC Classroom Observation checklist to monitor quality of instruction and identify training needs. Training and professional development opportunities are based on individual and collective group needs. Once an employee participates in a professional development opportunity, a follow-up plan is created which includes reflection, observation, and ongoing coaching as needed. BGCCSRA has adapted the Georgia ASYD Standards of quality improvement to ensure members are equipped to thrive and succeed in their lives and provide a safe, positive environment with experiences that benefit members socially, emotionally, and academically. The nine quality elements of the Georgian ASYD Standards promote academic achievement, strengthen families, and encourage healthy lifestyles.

Professional Development Training includes the following:

- Georgia ASYD Training – Training provided by Georgia BGC Alliance and in line with 21st CCLC guidelines
- New and Continuing Sub-Grantee Training- conducted by GA DOE 21st CCLC
- BGC-Afterschool Training- conducted by certified BGC instructors
- Ron Clark Professional Development – conducted by Ron Clark Academy
- Georgia After School & Youth Development Conference – conducted by Georgia Alliance
- Fitness Gram Training- conducted by certified BGC instructors
- Instructor CPR Training- conducted by certified Red Cross instructor
- Staff CPR/First Aid Training- conducted by certified Red Cross instructor
- BGCA Smart Moves Training- conducted by certified BGC instructors
- 21st CCLC Brown Bag- conducted by GA DOE 21st CCLC
- BGC Spark PE Training- conducted by certified BGC instructors
- BGC Staff Development Training- conducted by certified BGC instructors
- Project Based Learning Training- conducted by certified teaching professional
- Aplus/Cayen Training- conducted by GA DOE 21st CCLC
- Cooking Matters Training- conducted by certified BGC instructors
- Beyond School Hours Conference – 21st CCLC approved National Education Conference
- BGC Southeast Leadership Training- conducted by certified BGC instructors
- BGC National Conference – conducted by certified BGC instructors
- Play Works Power of Play Training- conducted by certified by BGC instructors
- BGCCSRA Summer Camp Training – conducted by certified BGC instructors

*(Word count is 2645)*

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\\_127\\_422460.pdf](#)

## Partners Table

**Program Name: GREAT Futures Thomson**

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Augusta	CBO	Class	\$2,500.00	Healthy Lifestyles - Gardening, Cooking, Life Skills

Locally Grown		Instruction		
Augusta Technical College	CU	In-Kind	\$500.00	Academic Achievement
Christ Community Health	HBO	In-Kind	\$500.00	Healthy Lifestyles - quarterly informational sessions related to living a healthy lifestyle, and disease prevention.
East Georgia Housing Authority	CNT	In-Kind	\$1,000.00	Family Engagement - assist with communication to families, host family engagement activities during the school year and summer.
McDuffie County Commission	CNT	In-Kind	\$75,000.00	Youth Development - provide safe, well maintained facility to house afterschool and summer camp programs.
Serenity Behavioral Health Systems	HBO	In-Kind	\$2,500.00	Social and Emotional Skills - teaching kids coping skills in terms of bullying and normal peer to peer relationships; individual assessments and referrals for treatment upon request;

**Program Name: GREAT Futures Thomson**

***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.

For the 21st CCLC FY20 grant application, the BGCCSRA will develop an Advisory Council. Upon notice of grant award, the BGCCSRA will hold various agencies meetings where the 21st CCLC proposed Great Futures Advisory Council's role and responsibilities will be discussed to seek representatives from the targeted district, schools, parents, students, and community.

The Advisory Council for the GREAT Futures Thomson program will consist of representatives from partner schools, district staff, community partners, parents, students, and other key individuals. McDuffie County School Systems will provide support; accountability; transportation; alignment and communication with school day; and data sharing. The Advisory Council will consist of ten to fifteen individuals and have at least two parents and two students participating. To address academic needs, the Advisory Council will consist of educators and representatives from other education nonprofits. To address healthy lifestyle needs, the Advisory Council will include partners with Christ Community Health and Children's Hospital of Augusta. To address positive social emotional development, the Advisory Council will include partners such as Serenity Behavioral Health. Finally, to assist with family engagement, the Advisory Council will include partners from Augusta Technical College Adult Education Program and local banks to help with financial planning.

The Advisory Council will meet twice annually and will report to BGCCSRA Board of Directors on an annual basis. The Advisory Council will set policy, monitor progress towards goals, and develop a sustainability plan. Attendance will be recorded. Minutes will be taken and distributed to the Advisory Council and BGCCSRA Board of Directors, as well as kept on file.

BGCCSRA has a long history of successfully establishing community partnerships. These partnerships have effectively helped sustain the organization for over 67 years. The aforementioned partners, as well as all partners listed in the table, have committed to specific roles to work towards achieving the stated goals and to support sustainability of the organization. In-kind contributions and cash disbursements will be monitored by the Program Director and Finance Director using BGCCSRA internal control policies. BGCCSRA has identified 12 partners for the GREAT Futures Thomson program.

GREAT Futures program will provide a daily nutritious snack to all program participants using the Georgia Bright from the Start Afterschool Snack Program and USDA Summer Food Program for lunch and snack during the Summer Camp program. Afterschool snacks will be distributed to every student attending the program. BGC employs a full-time food program manager to implement the afterschool snack, dinner and summer food programs. All planning, distribution, and reporting procedures meet USDA guidelines and are approved by Georgia Bright from the Start. BGCCSRA is monitored by Bright from the Start on a regular basis for compliance. BGCCSRA also partners with local companies and the local food bank to provide donated snacks for days not eligible for reimbursement through the USDA program.

*(Word count is 463)*

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

**Augusta Locally Grown**

MOA: [Augusta Locally Grown\\_moa\\_127\\_343.pdf](#)

**Augusta Technical College**

MOA: [Augusta Technical College\\_moa\\_127\\_342.pdf](#)

**Christ Community Health**

MOA: [Christ Community Health\\_moa\\_127\\_341.pdf](#)

**East Georgia Housing Authority**

MOA: [East Georgia Housing Authority\\_moa\\_127\\_339.pdf](#)

**McDuffie County Commission**

MOA: [McDuffie County Commission\\_moa\\_127\\_344.pdf](#)

**Serenity Behavioral Health Systems**

MOA: [Serenity Behavioral Health Systems\\_moa\\_127\\_340.pdf](#)

**McDuffie County Public Schools**

MOA: [McDuffie County Public Schools\\_moa\\_127\\_111.pdf](#)

**Maxwell Elementary School**

MOA: [Maxwell Elementary School\\_moa\\_127\\_55.pdf](#)

**Norris Elementary School**

MOA: [Norris Elementary School\\_moa\\_127\\_56.pdf](#)

**Thomson Elementary School**

MOA: [Thomson Elementary School\\_moa\\_127\\_57.pdf](#)

**Thomson High School**

MOA: [Thomson High School\\_moa\\_127\\_59.pdf](#)

**Thomson-McDuffie Middle School**

**MOA:** [Thomson-McDuffie Middle School\\_moa\\_127\\_58.pdf](#)

## **Program Name: GREAT Futures Thomson**

### ***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.

#### **COMMUNICATION TO SCHOOLS**

BGCCSRA will provide frequent, consistent 21st CCLC GREAT Futures communication with schools on several levels. Programs/activity schedules and calendars will be sent to the schools on a monthly basis, as well as invitations to events, flyers for presentations and special events, newsletters, and press clippings. Each of the partner school principals will identify a staff member (the school's parent facilitator) to serve as the school's single point of contact for the afterschool program. The single point of contact will help the afterschool staff understand teacher's expectations and specific needs of individual students.

The Program Director will meet with the superintendent at least twice annually to provide program updates and gather input. The Site Coordinator will meet with their targeted school principals and/or school staff at least monthly. Program staff will communicate with regular school day staff on a weekly basis via email, phone, notes, etc. All meetings will be meticulously documented with agendas, minutes and signatures of attendees.

At the beginning of the year, school day teachers will receive a letter from afterschool tutors introducing themselves and providing a list of all of their students who attend the 21st CCLC. This letter will include contact information for the teachers to directly contact the tutors in order to better align the topics for tutoring.

#### **COMMUNICATION TO PARENTS AND STUDENTS**

The Site Coordinator will provide oversight for all GREAT Futures program information to parents and students. For students receiving individual or small group tutoring, monthly progress reports will be sent to parents. Parents will receive regular communication from the program Family Liaison. The Family Liaison will maintain direct daily contact with program staff and give parents written communication via email and notes sent home, and phone calls. Parents are provided with i-Ready Assessments three times per year and Fitnessgram individual student profile reports twice per year.

Certified teachers and academic enrichment staff will provide positive feedback and constructive criticism to GREAT Futures participants through age-appropriate progress reports.

A parent communication board will be available and accessible to parents and caregivers that provide a monthly newsletter, calendar, menus of snack and dinner, rotation schedule, flyers, and any available resources. All materials posted will be printed and made available for parents to take home for review and reminders

#### **COMMUNICATION TO THE COMMUNITY**

The GREAT Futures program activity schedules and calendars will be sent to the schools on a monthly basis.

Invitations to special events and engagements will be disseminated to the community via social media, news outlets, and emails. The GREAT Futures Advisory Council will assist in dissemination of important news and events to the community. The Program Director will ensure that all relevant information is disseminated to the community.

#### COMMUNICATION TOOLS

Partners and stakeholders will receive regular updates on the program's progress at least quarterly through email, informational newsletters, and meetings. BGCCSRA Resource Development/Marketing Director will work together with the 21st CCLC Program Director to disseminate all program-related information. All communication materials to the target community will be written on a 3rd grade reading level and presented in a manner and language that ensures understandability. BGCCSRA has a full-time staff member who is fluent in Spanish to accommodate ELL (English Language Learner) students and parents. All communication will also be made available in Spanish as needed. Media partners will provide announcements in the local newspapers, on radio and television. PSAs are provided to the media on an as-needed basis. Information about the GREAT Futures program, including enrollment, schedules, and upcoming activities, will also be placed on the BGC and partner websites.

Program information will be distributed continuously to the target community. Flyers will be distributed to all students at the beginning of each month and prior to the end of the school year. Posters will be placed in key high traffic areas at target schools. An informational session will be held with school staff and PTOs.

#### SCHOOL-GENERATED DATA

To ensure timely access to student data, BGCCSRA has two well-established methods of collection. First, progress reports and report card grades are collected and copied from students enrolled in the program on the day of distribution. For those students who may not have attended the afterschool program on day of distribution, BGCCSRA has established a close relationship with the McDuffie County School System. McDuffie County Schools provides access to student data at the district level. Current lists of enrolled students with parental consents are provided to the district. The district provides the Program Director with access to pull all necessary school data for the afterschool program including report card grades and Georgia Milestones scores. IEPs are provided on an individual student basis from the partner schools. BGCCSRA must obtain parental consent and present it to the school, which will then provide the IEP to the after school program. Short-term cycle assessments are conducted by BGCCSRA using the i-Ready progress assessment. Response to instruction and progress reports are shared with classroom teachers and parents monthly. Teacher surveys are distributed through principals.

*(Word count is 832)*

#### **Program Name: GREAT Futures Thomson**

#### ***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.

## SAFETY PLANS

All BGCCSRA sites operate under an extensive policy and procedure manual covering all aspects of safe program operations. BGCCSRA uses a web-based membership tracking system to accurately record and track program participation. Students receive a membership card and electronically scan into all activities in which they participate. The web-based membership tracking system has two functions—first for child safety, as it enables program staff to know exactly who is in a building and where in real time at any point during the program day in case of an emergency, and second, as a data collection instrument. All students must scan in and out of the program.

Parents are required to sign students out when they leave the program daily. Parental authorization and sign-out is required for others to pick-up a student, and identification is verified. Students are only allowed to leave the premises if the program has written permission from the parent to walk home. The program maintains a single entry control point that is staffed and monitored at all times by a membership clerk. Teen members are only eligible to drive themselves home with parental consent.

BGCCSRA monitors all visitors and volunteers to the program with a secure entrance and sign-in and sign-out log.

## FACILITIES AND ADA/ ACCESSIBILITY

The GREAT Futures Thomson program proposes to serve 75 students in 2,000 square footage of dedicated program space. Afterschool program standards recommend a minimum of 35 square feet per participant which equates to 2,800 square feet needed for 75 students. At 15,000 square feet, the Thomson facility well exceeds the minimum requirements for indoor program space. The club facility is inspected annually by the fire department to identify and determine maximum capacity. Maximum capacity is posted, fire extinguishers are inspected, and expiration dates are tagged and logged. The building is all one level with wheelchair access both to the facility and to restrooms and meets all ADA accessibility standards.

## TRANSPORTATION

Students will be transported primarily by the School System, however, BGCCSRA will provide transportation where school system transportation is not available. Parents will also be able to drop off their children. Summer field trip transportation will be provided using BGCCSRA vehicles and drivers.

BGCCSRA does not provide transportation home from the program. Through funding from 21st CCLC, BGCCSRA will seek to provide targeted students transportation home, as needed. The end of school day time to the start of program time is more than 20 minutes. The maximum travel radius is less than 3 miles, which is less than a 10-minute trip. Therefore, the length of travel is reasonable for the program operation hours. Travel time will not be included in program operation hours.

## TRANSPORTATION POLICY

BGCCSRA maintains a fleet of full-size school buses and passenger vans. McDuffie County School System will

provide transportation to the Club site during the school year for afterschool program fieldtrips, and during summer field trips. BGCCSRA maintains \$1 million general liability policy. All vehicles undergo routine maintenance. Logs and maintenance records are kept. All drivers, including substitute drivers, must adhere to the BGCCSRA policies and procedures for transportation safety which include licensure, background checks, training requirements, use of daily rider rosters, policies for emergencies, monitors on bus, student discipline policies, and documentation of parental consent. All drivers, including substitute drivers, must have appropriate licensure for the vehicle they are assigned, a clean driving record, and training prior to providing services. In addition to criminal background checks, all driving records are verified through our insurance underwriter. Driving records will be reviewed semi-annually. Unsatisfactory driving record will result in immediate suspension and/or termination. Students and parents are made aware of behavior expectations. The Site Coordinator will serve as a backup substitute driver.

The following is the Transportation Policy from the updated (7/2018) BGCCSRA Policies & Procedures Manual:

#### POLICY STATEMENT:

The purpose of the transportation program is to provide safe transportation of Club members. The Club adheres to all Georgia Highway Patrol regulations regarding vehicles, drivers and safety procedures.

#### PREVENTIVE ACTION:

The following preventative actions should be taken when transporting children:

- Check vehicle carefully before each trip. Complete inspection form before each trip.
- Report any problems to Executive Director or supervisor immediately.
- Strictly obey all safety laws.
- Enforce vehicle rules, stopping if necessary to ensure orderliness of riders.
- Drive defensively at all times.
- Do not hurry - even if late.
- Drive in slow lane in freeway.
- Always keep in mind that large vehicles such as buses and vans are slow moving and require more response time and greater space in dealing with emergency situations.
- Check vehicle for first aid kit and fire extinguisher before leaving.

#### VEHICLE SAFETY RULES:

The following rules must be followed when transporting children:

- Staff should always accompany an orderly line of children to and from vehicles.
- Children should not be in parking lot without a staff member.
- One staff member should be present during boarding and departing vehicles. Staff should be standing at the door helping the children.
- Staff only should open and shut doors. Children are never to touch the doors.
- In the use of a van, children are to only use the cargo door. No children should enter nor exit through the passenger door.
- Every child must sit in a seat. No one should sit on a lap, on the tire well, on the armrest or on the floor.
- All passengers including the driver must wear a seat belt.
- A staff member should check all children's seat belts to make sure they are fastened and tight.
- The engine should not be started until the seat belt check has been completed. Seat belts are to remain fastened until the vehicle engine is turned off.
- All fingers, hands, and faces must remain inside the vehicle. Nothing should be put on the windows.
- No kicking or putting feet on the seats.
- Children must remain facing forward.
- No eating or drinking is allowed in the vehicles (staff and children).
- All papers and trash should be discarded after each use.

- When two staff are in the vehicle, one drives and the other rides in the back seat to observe.

#### RESPONSE TO VAN/BUS EMERGENCIES:

If a vehicle is involved in an accident, check on condition of children, staff, and others involved. Remove persons from vehicles only in the event of immediate danger (i.e. fire). Keep in control of the situation and have children remain in their seats.

Have someone call emergency personnel at 911 and stay with the injured. When you are able, call or have someone call the Club to report the incident. If there is no answer, call (at home, if necessary) the Unit Director, Executive Director, The Administrative Office or the other Clubs until you have reached your supervisor.

Do not leave the scene and do not let others leave. Get license numbers of all vehicles involved and do not tell anyone but emergency personnel what has happened.

Once you are back at the Club, fill out, along with the Unit Director, a detailed accident/incident report. Include all names, telephone numbers, and details of the accident and deliver the report to the Executive Director within 12 hours of the incident. No one is allowed to talk to media.

Only the Executive Director or his designee will be the spokesperson.

#### WHEN INVOLVED IN A MINOR ACCIDENT WHILE TRANSPORTING CHILDREN:

1. Pull over
2. Check for any bumps or injuries; begin emergency first aid treatment as needed.
3. Calm children by acting in a calm manner yourself.
4. Evacuate vehicle if necessary.
5. Notify police and Club.
6. Get information on other driver if another vehicle is involved.
7. Drive back to Club after police investigation is complete if vehicle is operable or call Club to arrange for another vehicle to pick up passengers.
8. Report incident to supervisor and Executive Director upon returning from trip.

#### WHEN INVOLVED IN A MAJOR ACCIDENT WHILE TRANSPORTING CHILDREN:

1. Determine extent of injuries; prioritize need for treatment; begin emergency first aid as needed. Put older child/adult in charge of injured if you need to perform CPR or other emergency medical treatment.
2. Calm children.
3. Evacuate van safely. Seek assistance from passersby if needed.
4. Seek assistance in calling proper authorities and Club and dealing with injured.
5. Keep children in a safe place.
6. Arrange for uninjured to be transported back to Club.
7. Inform the Unit Director and Executive Director of the incident as soon as possible. (Have the police contact the Club if necessary from the accident scene.)

#### AFTER ACCIDENT ON THE FREEWAY:

1. Try to pull to the shoulder so vehicle can be safely evacuated.
2. Check for injuries and begin emergency treatment. If any passenger is not breathing, begin CPR immediately. Apply pressure to slow bleeding from major trauma.
3. Keep everyone in seats until injured can be removed, then evacuate vehicle when safe.
4. Try to stay calm and keep feelings and voice under control.
5. Assist in arrangements for transporting uninjured back to Club.
6. Seek assistance in contacting authorities, treating injuries and evacuating to safety.
7. Driver and riders meet with professional counselors for help in dealing with psychological effects of major accident.

#### TRANSPORTING MEMBERS IN PERSONAL STAFF VEHICLES:

Unless it is an EMERGENCY, staff will not transport members in their own personal car or vehicles.

#### TRANSPORTING MEMBERS HOME:

Members are not to be transported home unless pre-approved by the Executive Director. If a staff member needs to transport a member home, the following procedures should be followed:

- The Boys & Girls Club vehicle must be used.
- A Member Transportation Form should be completely filled out.
- The time the staff person leaves the Club with the member should be logged on the form.
- Staff should call the Club to log on the answering machine the time the member was dropped off at home.
- The Unit Director or Executive Director must be informed before the member is transported.
- Two staff members MUST transport the member together.
- A member should never be left at a home without an adult relative present at the house. If the parent or guardian has given written permission for the member to be dropped off at home, this requirement can be waived. The written permission slip should be kept in the member's file.

#### CLUB VEHICLES:

Fuel for Club-owned vehicles must be purchased through use of Club credit cards. Reimbursement for any emergency purchases of fuel for such vehicles without a credit card requires submission of a signed receipt, and full justification supporting payment, acceptable to the Executive Director. Club vehicles can only be used on official Club business.

#### OTHER REQUIREMENTS:

Drivers of privately owned vehicles and Club vehicles being used for Club business must be at least 21 years of age, have a valid driver's license under Georgia law; and prior to or at the time of any trip, and at such other times as reasonably requested, present the driver's license for copying. Prior to use of a privately owned vehicle on Club business and at such other times as reasonably requested by the Executive Director or designee, written proof of current automobile liability insurance coverage in minimum amounts of \$50,000 per person and \$100,000 per occurrence must be presented by the driver of the vehicle. Such proof must show on its face that the proposed driver is an insured under the insurance coverage. Part-time staff are not permitted to use privately owned vehicles on Club business. State Motor Vehicle Department driver's license status checks of staff who are drivers or potential drivers on Club business are conducted from time to time as determined appropriate by the Executive Director or designee, in consultation with the Club's insurance carrier.

#### GREAT Futures Thomson program participants will follow the following DROP OFF & PICK UP POLICY:

Each child must scan his/her Club card in at the front counter before entering into the program areas and scan out before leaving the Club. It is mandatory that all parents/guardians come into the Club to pick their child up. The exception is if you have signed a release form giving your child permission to walk to/from the Club. The Club will not be held responsible for any member who leaves the Club for any reason on his/her own. Only those who are noted on your child's application as "authorized" to pick up will be allowed to sign out your child. Identification may be requested by the Club staff in order to release members to individuals. Make sure that you keep your authorized pick up and contact information up to date with the Club. Parents who do not pick their children up by closing will be charged a late fee of \$1.00 per minute past Club closing time.

Students who cannot walk from their schools are transported by their parents, by BGCCSRA, or by the School System. McDuffie County School System will provide transportation from select targeted schools to the Club site. Summer field trip transportation will be provided by using BGCCSRA vehicles and drivers. Upon arrival at the school, all members will be verified via bus roster provided by the Site Coordinator to ensure all children are accounted for and no child enters the bus without authorization. Members will be checked off the roster as they exit to ensure all children are accounted for and no one is left on the bus/van. A final sweep of the bus/van will be done once all members enter the building. The driver will do a final check at the end of the route to do a child safety check and remove any belongings left behind.

The end of school day time is more than 20 minutes before the start of program time. The maximum travel radius is less than 5 miles, which is less than a 20-minute trip. Therefore, the length of travel is reasonable for the program operation hours. Travel to and from the program will not be included in program operation hours.

*(Word count is 2285)*

## **Program Name: GREAT Futures Thomson**

### ***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.

BGCCSRA has over 67 years of experience sustaining quality programs. BGCCSRA has successfully managed and sustained 21st CCLC programs since 2010. To ensure sustainability, BGCCSRA utilizes best practices in financing strategies and fund development for afterschool programs, including establishing strong partnerships, diversifying funding sources, delivering high quality programs and proven results, securing support from school administration, identifying key champions, and engaging the community.

Strong partnerships are the key to sustainability. BGCCSRA works closely with all partners to identify funding sources for which the partner and/or BGCCSRA is uniquely suited.

All partners of 21st CCLC GREAT Futures Advisory Council have committed to working towards securing continuation funds for their respective components by the end of the grant period (partner commitments for specific investment amounts). Anticipated reduction in 21st CCLC budget for years 4 and 5 are \$35,000 and \$70,000 respectively. Partner commitments for in-kind and cash contributions to the project already exceed \$125,000 annually.

BGCCSRA seeks partners that are going to meet the identified needs of the students and support the goals of the program. The four primary needs identified by the FY20 21st CCLC Community Needs Assessment are:

1. Academic Needs
2. Social Emotional Needs
3. Healthy Lifestyle Needs
4. Family Engagement Needs

Many of the partners are providing services that cut across all goals and address many of the identified needs. Lack of access to services is a significant need that widens the achievement gap for low-income students. As such, BGCCSRA seeks to partner with entities that will bring opportunities that targeted students would otherwise not be able to access.

Exposure to the arts directly supports academic achievement, and fosters creativity and self-esteem. To address academic needs, BGCCSRA will utilize existing relationships with organizations such as Tiaras and Pearls to provide varied experiences with the arts. These organizations will provide unique experiences and exposure to the Arts for GREAT Futures students and families. When more focused attention on academic performance is needed, BGCCSRA will leverage relationships with the McDuffie County School System, Paine College, and the Augusta Technical College to fill the gap with tutoring support to sustain outcomes.

To address social emotional needs, BGCSRA has developed a strong partnership with Serenity Behavioral Health Systems. Serenity will provide individual and group counseling to GREAT Futures participants on-site and at home. Serenity will work together with program staff and parents/guardians to develop a plan that will address the most pressing social and emotional needs of GREAT Futures youth and families.

GREAT Futures program target population consists of single-parent families in poverty and transition that have significant needs for parental support resources and positive male role models. BGCCSRA will collaborate with partners who offer wraparound services such as East Georgia Housing Authority Partners.

To address healthy lifestyle needs, BGCSRA will utilize community partners who offer opportunities for physical activity and nutrition education support the project goals. BGCCSRA has partnered with in the past and will seek to partner again with organizations such as the Junior Medical League, First Tee of Augusta, Georgia Coalition for Physical Activity & Nutrition (GPAN), and an Augusta area dietetic intern through University Hospital to provide volunteers for the Triple Play and Cooking Matters programs offered at BGCCSRA. Augusta Locally Grown will partner with BGCCSRA to coordinate "The Growing Young Entrepreneurs Program (GYEP)". The GYEP is intended to teach youth how to grow, harvest and sell vegetable at the local market using organic practices. This youth-led community project is designed to address childhood hunger, and bring together young people, families and communities.

Increasing family engagement is key to the sustainability of the GREAT Futures Thomson program. BGCCSRA will commit to keeping families engaged beyond receipt of 21st CCLC program funding. Partners such as Augusta Technical College that provides continuing adult education and GED classes and First Citizens Bank that provides financial literacy education will offer informational seminars at the Club during GREAT Futures family engagement nights. Christ Community Health, a long-time BGCCSRA partner, will also offer informational sessions.

Volunteers will be another key component to the proposed GREAT Futures program. BGCCSRA Volunteer Coordinator will develop an extensive plan to recruit and retain volunteers for 21st CCLC programs. Volunteers will be recruited from senior citizen groups, local organizations, colleges, and private businesses. A strong volunteer program will support long-term sustainability of the program.

Diversified funding sources are crucial to sustainability. BGCCSRA constructs and implements an annual fund development plan that focuses on strategies to diversify funding streams. Strategies include an annual campaign, special events fundraising, social media fundraising, peer-to-peer fundraising, earned revenue from social entrepreneurial ventures, and a major gifts program.

BGCCSRA currently has 152 committed corporate/business partners and 430 individual community donors. BGCCSRA has a well-defined case for support. Delivering high quality programs, demonstrating measurable results, and effectively communicating those to the community raise awareness and support for the programs. BGCCSRA engages the community by presenting at local civic groups, securing feature stories in print and news media, and meeting individually with community leaders.

BGCCSRA enjoys the program credibility that comes along with a strong relationship with the school system. BGCCSRA leadership serves on advisory committees for the Board of Education and district personnel provide countless resources to BGCCSRA, such as assisting in the organization's annual technology plan development and providing insight into programs and needs. The Deputy Superintendent and Director of Human Resources for the District are BGCCSRA Alumni and serve on the BGCCSRA Advisory Committee. These leaders, along with our Board of Directors, serve as champions in the community to raise awareness and support for the programs.

BGCCSRA CEO and Resource Development Director has developed a long-term sustainability plan with diversified funding sources, including in-kind services and contributions to the program. Funding from the 21st CCLC program provides improved outcomes and improved reporting of outcomes because of our ability to hire full time staff dedicated to this effort. Funding sources are comprised of individuals, corporations, family and corporate foundations, federal, state and local grants, and local community partners. The resource development

plan is based on raising local support to continue growing the GREAT Futures program while leveraging support from state and local partners and grantors, like the GA Alliance of Boys & Girls Clubs, Department of Human Services, United Way of the CSRA, and GA Department of Labor. The Resource Development Director, together with the Advisory Council will insure that the GREAT Futures program sustainability is a top priority. To ensure program sustainability the Advisory Council will:

1. Aggressively seek additional grant funds from foundations and civic organizations;
2. Identify and cultivate new individuals and business partners; and
3. Increase local fundraising efforts to support continuation of the program.

## SUSTAINABILITY TIMELINE

Boys & Girls Clubs of the CSRA has identified 4 key strategies to sustaining the proposed GREAT Futures Thomson program.

- Strategy 1. Clearly Communicate Program Impact to Stakeholders

Action Steps and Timeline:

1. Develop program impact informational sheet to distribute to stakeholders. (September 2019)
2. Identify a list of potential new stakeholders to engage. (September 2019)
3. Create and distribute program impact newsletter. (September/October 2019)
4. Schedule presentations at school board and other community groups to raise awareness of the program. (Ongoing)
5. Share impact of program with local media. Provide media with a tour of program site, press kit, and/or press release. (Ongoing)
6. Talk to local businesses about how the program can benefit their interests (Ongoing)

- Strategy 2. Initiate Relationship with New Stakeholders and Strengthen Relationships with Existing Stakeholders

Action Steps and Timeline:

1. Schedule stakeholder meetings. (Ongoing)
2. Select community members, agency representatives, and business owners to serve on FY20 21st CCLC Advisory Committee. (August/September 2019)
3. Formulate meeting agenda. Prepare invitations and facilitate peer-to-peer invitations to participate on the advisory committee. (September/October 2019).

- Strategy 3. Identify Donors and Increase Community Support for the Program

Action Steps and Timeline:

1. Develop multifaceted fundraising plan to include grant writing, direct mail, special events, in-kind resource gathering, and personal solicitations. (Ongoing)
2. Research corporations, local businesses, foundations, and other potential donors who have aligned interests with the mission of BGCCSRA. (Ongoing)
3. Develop, implement, and support a marketing campaign that will communicate to the community the progress and impact of the proposed program. (Ongoing)

- Strategy 4. Identify Non-Traditional Funding Sources

Action Steps and Timeline:

1. The Executive Director along with the Finance Director and Finance Committee will work together to identify new funding streams. (September/October 2019)
2. The Executive Director along with the Finance Director and Finance Committee will actively pursue financial opportunities identified such as Earned Revenue and New Market Tax Credits. (Ongoing)

Utilizing Strategies 1 and 2, in Year 1, BGCCSRA and the 21st CCLC GREAT Futures Thomson advisory council will begin laying a strong framework of community support as well as identify potential long term support for the program. By the end of Year 2, utilizing strategy 3, at least 5 new partners will be identified to commit in-kind support to the project. These partners will offer in-kind support such as physical fitness activities, academic enrichment, and adult financial literacy which will directly address the needs identified by the community during the 21st CCLC needs assessment. GREAT Futures stakeholders together with the BGCCSRA Resource Development team, will utilize Strategy 3 to identify at minimum 20 new funders that will help to assist with funding in Years 4 & 5. New funding sources will be diversified and include federal, state, local and private giving. BGCCSRA will rely on partnerships with financial experts to implement and maintain Strategy 4. Strategy 4 will be utilized throughout the life of the grant (Years 1-5) and beyond. BGCCSRA, along with GREAT Futures partner, will apply the four sustainability strategies each year of the grant. At the end of each year, the sustainability strategies will be evaluated for success (measured by financial, in-kind, and volunteer support) and adjustments will be made accordingly. Utilizing this timeline, BGCCSRA projects to fully sustain the GREAT Futures Thomson beyond the grant period.

In addition, GREAT Futures Thomson will implement the use of affordable, non-barrier fees (\$10 per year) to contribute to the sustainability of the program and to increase parental investment in the program. BGCCSRA fee structure has been approved by the GA DOE for all existing 21st CCLC grants. No child is ever turned away for inability to pay the \$10 fee. BGCCSRA collects less than 3% of the annual operating budget in program fees.

With positive evaluation impact data demonstrating outcomes and a sound marketing and community awareness plan, BGCCSRA can attract new donors to sustain the program initiated with 21st CCLC funds.

*(Word count is 1704)*

## **Program Name: GREAT Futures Thomson**

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

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

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

#### External Evaluator

Boys & Girls Clubs of the CSRA (BGCCSRA) is committed to formal regular assessment and evaluation of the 21st CCLC GREAT Futures Thomson program. For the 21st CCLC GREAT Futures program, Andra Syms will

serve as the external evaluator for the proposed project. Ms. Syms possesses a Bachelor of Science in Education from Slippery Rock University. Ms. Syms also possesses a Master of Education from Augusta University (formerly known as Augusta State University) where she graduated with a 4.0 GPA. Previously Ms. Syms served as Program Director for BGCCSRA where she managed all educational grants and programs, including 21st CCLC, in six Clubs across three counties. In this position, Ms. Syms was also responsible for development and implementation of afterschool program. Since 2017, Ms. Syms has served as external evaluator for BGCCSRA and has demonstrated capacity to collect, analyze, and evaluate quantitative and qualitative data for all 21st CCLC programs. As external evaluator, Ms. Syms has no vested interest in the 21st CCLC program. The contract for the external evaluator will be for one fiscal year with an option for renewal. The amount paid to the evaluator will not exceed 3% of the award. As external evaluator, Ms. Syms will meet with program management twice a year, and conduct at least two on-site visits to observe teacher-student interaction and conduct focus groups.

#### Implementation of Evaluation Plan

Evaluation plans for 21st CCLC GREAT Futures Thomson program will be based on a continuous improvement model that includes defining; reviewing assessing, and apt implementation of proposed goals and objectives; ongoing program monitoring; and timely adjustments. A participatory evaluation approach will be utilized and will include a consumer-driven focus involving ongoing communication and contact between the external evaluations, 21st CCLC staff and administrators, students, parents, and Advisory Council. Participatory evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation (Zukoski, A., Luluquisen, M., April 2002). Advantages to participatory evaluations include: increases in reliability; opportunity for feedback and corrective actions; flexibility with ability to adapt plan based on progress/regression; strengthening of ownership regarding successful outcomes of planned initiatives; widening of the knowledge base; increases in the motivation of the stakeholders; and contributes to the learning of all involved (Dillon, 2018). The evaluation design includes the implementation stage and both formative (ongoing to monitor progress towards proposed objectives) and summative (annually to assess impact) components.

All results of GREAT Futures evaluations will be made available to the public upon request, with public notice of such availability provided. Notification of reports will be made to the public through the use of BGCCSRA media partners including local newspapers. Paper copies of the reports will be on hand at BGCCSRA administration office located at 206 Milledge Rd. Augusta, GA. Digital copies of the reports will be published on BGCCSRA's website. Copies of the report will be presented to the Advisory Council at quarterly Council meetings.

#### Data Collection

Both quantitative and qualitative data will be collected to monitor progress and guide project adjustment. Quantitative data will include student demographics, project participation; IXL response to instruction and grade level assessments; BGCA curriculum pre/post-tests; report card grades; and Georgia Milestones scores. Qualitative data includes self-assessment tools; project staff site-visit checklists; evaluation observations; BGCA Youth Outcomes survey; and BGCSRA parent, student, and teacher satisfaction surveys. All data, both quantitative and qualitative, will be collected to measure progress towards the specific goals and objectives of the proposed program.

The following list highlights the indicator to be measured, the frequency, and the person responsible for collecting for each of the four specific goals of the proposed GREAT Futures Thomson program.

- Goal 1. Improve Academic Achievement
  - 1. Indicator-Report Card Grades
    - i. Frequency-Every 9 Weeks During the School Year
    - ii. Data Source- Through a consent to share agreement, Report Cards will be provided by students and parents

or through the School System when necessary; collected by the BGCCSRA Membership Clerk; then processed and analyzed by the Site Coordinator.

2. Indicator-Georgia Milestone Scores

i. Frequency-Annually

ii. Data Source-Provided by School District through a data sharing agreement. Scores will be collected by the Program Director.

3. Indicator- Club Attendance

i. Frequency-Daily

ii. Data Source-Club Attendance will be tracked utilizing a web-based Membership Management System. The Site Coordinator and Curriculum and Outcomes Specialist will retrieve and analyze data from the Membership Management System.

4. Indicator- Member Demographics

i. Frequency-Annually

ii. Data Source-BGCCSRA Membership Clerk will assist parents and caregivers in completing an online membership application annually. The Curriculum and Outcomes Specialist will retrieve and analyze data from the online application.

5. Indicator-Student Club Satisfaction Survey

i. Frequency-Annually in May

ii. Data Source-Students of the proposed program will be administered the survey online annually at the program site. The Site Coordinator will retrieve and analyze data from the survey.

6. Indicator- Student Summer Camp Survey

i. Frequency- July

ii. Data Source-Students of the proposed program will be administered the survey online in July at the end of the summer session. The Site Coordinator will retrieve and analyze data from the survey.

7. Indicator- National Youth Outcomes Initiative (NYOI)

i. Frequency- Annually

ii. Data Source: The NYOI is a Boys & Girls Clubs of America annual online survey. The survey will be administered to all students of the proposed program in the program computer lab. The Curriculum and Outcomes Specialist will analyze the results of the NYOI survey.

8. Indicator-IXL Cloud-Based Learning Module Scores

i. Frequency-Weekly

ii. Data Source-Students complete IXL Modules in BGCCSRA computer lab; results are received and analyzed by the Curriculum and Outcomes Specialist.

9. Indicator-IXL Analytic Report

i. Frequency-Quarterly

ii. Data Source-IXL Analytic Reports are retrieved and collected by the Curriculum and Outcomes Specialist.

10. Indicator-Teacher Survey

i. Frequency-August, December, May

ii. Data Source-The Curriculum and Outcome Specialist administers surveys to teachers at targeted schools, then receives and analyzes survey results.

11. Indicator-SAT/ACT Prep and Test Scores

i. Frequency-SAT/ACT Prep Tests are administered quarterly; SAT/ACT Tests are administered annually

ii. Data Source-Parents will provide all SAT/ACT test scores

12. School Day Behavior Observations

i. Frequency- As Needed

ii. Data Source- the Site Coordinator will make all school day behavior observations.

• Goal 2. Increase Knowledge of Healthy Lifestyle Choices

1. Indicator-Afterschool Behavior Observations

i. Frequency-As Needed

ii. Data Source-the Site Coordinator will make all afterschool behavior observations

2. Indicator-Pacer Physical Fitness Test

- i. Frequency-The beginning and end of the program.
- ii. Data Source-Observed and Recorded by Enrichment Staff; Input and Analyzed by Curriculum and Outcomes Specialist

3. Indicator-Nutrition Survey

- i. Frequency-The beginning and end of the program.
- ii. Data Source-Administered, evaluated, and recorded by Enrichment Staff

• Goal 3. Improve Social, Emotional, and Life Skills Development

1. Indicator-Social Emotional Learning (SEL) and SMART Programming Pre/Post Surveys

- i. Frequency-As needed depending on curricula requirements and activities
- ii. Data Source-Administered, evaluated, and recorded by Enrichment Staff

2. Indicator- Counseling Sessions

- i. Frequency-Weekly
- ii. Data Source-Administered by Serenity Behavior Health Systems (SBHS); reported to Site Coordinator

3. Indicator-Behavioral and Emotional Assessments

- i. Frequency-As Needed
- ii. Data Source- Administered by SBHS; reported to Site Coordinator

4. Indicator-Member Self-Reports

- i. Frequency-As Needed
- ii. Data Source-Record by Enrichment Staff in Club communication log

5. Indicator- Peer-to-Peer Reports

- i. Frequency-As Needed
- ii. Data Source- Recorded by Enrichment Staff in Club communication log

6. Indicator- Attendance at Civic Engagement Opportunities

- i. Frequency- Quarterly, at minimum
- ii. Data Source-Members sign in at Civic Engagement Events; attendance is recorded by Site Coordinator and/or Enrichment Staff

• Goal 4. Increase Parental Engagement/Involvement in Student's Educational Process

1. Indicator- Parent Workshop Attendance

- i. Frequency-Monthly
- ii. Data Source-Parents sign in at Family Engagement Events; attendance is recorded by Site Coordinator and/or Enrichment Staff

2. Indicator-Parent Communication Log

- i. Frequency-Daily, Weekly, As Needed
- ii. Data Source-Communication to and from parents is recorded by the Family Liaison

3. Indicator-Parent Workshop Feedback

- i. Frequency-Monthly
- ii. Data Source-Parent Workshop Feedback is collected after the monthly Family Engagement nights; results are recorded by the Site Coordinator

4. Parent School-Year Survey

- i. Frequency-December, May
- ii. Data Source- Surveys are sent out to the parents by the Family Liaison, results are received and analyzed by the Site Coordinator

5. Parent Summer Survey

- i. Frequency-July
- ii. Data Source-Surveys are sent out to the parents by the Family Liaison, results are received and analyzed by the Site Coordinator

Expected Reporting Outcomes-Formative Evaluation Requirement

The Formative Evaluation designed to evaluate the progress of GREAT Futures Thomson program toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. The formative assessment will be based on the Principles of Effectiveness by continuously monitoring the GREAT Futures program's progress towards meeting the needs of students (established through objective data detailed in the Needs Assessment section) by achieving set performance measures (objectives detailed in the Program Plan section) to achieve similar outcomes of the evidence-based programs provided (evaluation studies included in the Program Plan section). The Formative Evaluation designed for GREAT Futures will evaluate how each activity satisfies the Principles of Effectiveness. This evaluation ensures that activities and strategies support objectives and are adjusted and revised as needed; essential elements such as staffing, training, materials, costs and other resources are available and applicable to the project; project information reaches the appropriate audience; and participants are processing toward stated outcomes and goals.

The Formative Evaluation report will be completed by the external evaluator, Andra Syms, and will be submitted every February during the duration of the grant to 21st CCLC ERES (Education Research and Evaluation Specialists). The Formative Evaluation will include both quantitative and qualitative data.

Quantitative data that will be collected and evaluated during formative evaluation includes:

- Student Attendance,
- Program Retention and Operation,
- Average Daily Attendance,
- Pre-test scores including fitness levels and academic achievement levels according to BGCCSRA curriculum that is aligned with School Day ,
- 1st and 2nd quarter school day report grades, and
- Parent/guardian attendance and participation.

Qualitative data that will be collected and evaluated during formative evaluation includes:

- Satisfaction Surveys for parents/guardians, teachers, and students,
- Staff observations, and
- Behavior and Peer-to-Peer interactions reported on certified teacher progress reports.

Results from the Formative Evaluation will be used to refine, improve, and strengthen the 21st CCLC GREAT Futures Thomson program. Results will be presented at the 21st Advisory Council meeting. The Advisory Council will review the Formative Evaluation and provide recommendations for improvement to the Program Director. The Program Director will then work together with the Site Coordinator to develop action items for improvement.

#### Expected Reporting Outcomes-Summative Evaluation Requirement

The Afterschool Summative Evaluation will be conducted at the end of the grant year and the report will be completed by June 30th during every year of the grant cycle. The Summer Camp Summative Evaluation will be conducted at the end of summer. The Summer Summative Evaluation Report will be completed by September 30th. The Summative Evaluations will serve as a comprehensive annual analysis of the program year. The external evaluator, Andra Syms, will complete the Summative Evaluations. The summative evaluation contains observational qualitative information, quantitative objective assessment, and recommendations for improvement. Ms. Syms will utilize the Common Data Elements Form to complete the Summative Evaluation report for the 21st CCLC GREAT Futures program.

The Summative Evaluation will include:

- Overview and History;
- Student Attendance and Enrollment;
- Program Operation;
- Quality of Staffing;

- Objective Assessment;
- Observations;
- Progress Towards Sustainability; and
- Overall Recommendations.

Recommendations given during the Summative Evaluation will utilize and reference Georgia's Afterschool & Youth Development Standards. Results from the Summative Evaluation will be used to refine performance measures and strengthen the overall program for the 21st CCLC GREAT Futures Thomson. The Advisory Council will review the Summative Evaluation and provide recommendations for improvement to the Program Director. The Program Director will then work together with the Site Coordinator to develop action items for improvement.

*(Word count is 1930)*

## 21st CCLC Competitive Priority Worksheet FY20

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

**Fiscal Agent's Name:** Boys & Girls Clubs of the CSRA, Inc.

[Co-Applicant Guidance](#)  
[School Designations](#)  
[List of Counties Eligible for Priority 4](#)

### No Priority Claimed (0 points)

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

Priority 1: Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please see page 15-16 of this RFP for detailed information Competitive Priority criterion. (Maximum of 5 points)

Priority 2: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI), 4 points, or Targeted Support and Improvement (TSI), 3 points. (Maximum 10 points). Please see page 16 of this RFP and refer to [Supplemental Form G](#) for more information.

Priority 3: Program is proposing to serve students in grades 9, 10, 11, and 12. (Maximum of 5 points)

Priority 4: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC

funding in FY19. Please see [Supplemental Form F](#) for list of counties eligible for priority. (Maximum of 5 points)

Priority 5: Program is proposing to operate a summer program, during each year of the award, for a total number of 60 hours for a minimum period of three consecutive weeks during each summer recess. (Maximum of 5 points)

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

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

**Official Entity Name for Fiscal Agent/Subgrant Award Recipient:** Boys & Girls Clubs of the CSRA, Inc.

**Program Name:**

GREAT Futures Thomson

**Funding Amount**

\$282,375.00

Number	Initial Each Box Below	Assurances
1		The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2		The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3		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		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		The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6		The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7		The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
9		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		The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11		The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
12		<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> <li>• Attendance at orientation, training, and other required meetings</li> <li>• Proposed weekly number of hours of operations (minimum of 12 hours/week)</li> <li>• Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence</li> <li>• Sound fiscal management including following reimbursement process requirements of the grant</li> </ul>

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

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

**My electronic signature below certifies 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.**

**Signature of Fiscal Agency Head (required) Certified by Electronic Signature**

**Typed Name of Fiscal Agency Head (required)**

**Kim Evans**

**Typed Position Title of Fiscal Agency Head (required)**

**CEO**

**Date (required)**

**01/26/2019 at 22:13:06**

## 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. Financial Information Disclosure

Fiscal Year 0000 Ending Date:

2. What percent of funds is used for administrative purposes? 0.00%

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

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

If yes, explain.

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

If yes, state the approximate amount. \$0.00

Describe.

6. Are there any going concern issues? YES NO

If yes, explain.

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

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

If yes, explain.

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

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

Please upload the return.

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

If yes, please upload the most recent audit completed.

If no, explain.

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

If yes, list the findings.

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

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

If no, explain.

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

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

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

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

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

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

If no, explain.

Please upload your organization most current federal 990 tax return.

Please upload your organization most recent audit completed.

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.

Please upload audited or unaudited entity-wide financial statements.

#### IV. Internal Controls

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

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

If no, explain.

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

Name of Representative Kim Evans	Title CEO
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Signature Certified by Electronic Signature

Date 01/26/2019 at 22:13:06