



Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

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

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

Name of fiscal agent applying for the grant: Boys & Girls Clubs of Augusta Foundation Inc

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

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

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

<input type="radio"/> Local Educational Agency	<input checked="" type="radio"/> Non- Local Educational Agency	<input type="radio"/> Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 65

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

Total Funds Requested for:

2024-2025: \$230,805.00 2025-2026 \$230,805.00 2026-2027: \$230,805.00
2027-2028: \$207,724.00 2028-2029: \$184,643.00

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: Bridgett Carrington
Position/Title of Fiscal Agent's Contact Person: EVP, Finance & Operations
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Certified by electronic signature by Bridgett Carrington
Signature of Fiscal Agency Head (required)

Bridgett Carrington
Typed Name of Fiscal Agency Head (required)

EVP, Finance & Operations
Typed Position Title of Fiscal Agency Head (required)

01/30/2024 at 11:04:23
Date (required)

Program Name: GREAT Futures Harlem

Program Abstract

Boys & Girls Clubs of Greater Augusta (BGCGA) proposes to establish a year-round (after school and summer) 21st Century Community Learning Center program at Harlem Middle School, responding to gaps in services and needs facing students and families in Columbia County. The attendance zone for Harlem Middle School draws from a poorer, more challenged area of the county: families served by Harlem Middle School are more economically disadvantaged than the majority of Columbia County School District, with 49.15% of students qualifying for free and reduced-price school lunch (FY24, GADoE) and higher rates of single-parent households and minority families living in poverty.

This program will target 65 unduplicated 6th-8th grade students at Harlem Elementary School through the afterschool program and 65 during the summer. This proposed program meets the absolute priority by proposing to primarily serve students and their families who attend a high-poverty school with more than 40% of students eligible for free or reduced-price school lunches. Harlem Middle School is a Title I school, with 49.15% of students qualifying for free or reduced-price school lunches (FY24, GADoE). This application also meets Competitive Priority 4, proposing to serve students and families in a county (Columbia County) that does not currently receive 21st CCLC funding in FY24. Harlem Middle School students targeted by the GREAT Futures Harlem 21st CCLC Program are at risk of academic failure, struggling with content mastery in Math, English Language Arts, and Science. It also meets Competitive Priority 5 because the program intends to serve 65 youth during the summer recess of each year of the grant, with an estimated 25 hours of programming each week for 6 consecutive weeks, meeting and exceeding the minimum of at least 60 hours for a minimum period of 3 consecutive weeks.

To best support students and families, this proposed 21st CCLC program will address the collaboratively identified needs of support with content mastery and academic growth in Math and English Language Arts, social-emotional development, academic enrichment, healthy lifestyle choices, and parent engagement. These identified needs align directly with the 2023-2024 School Improvement Plan for Harlem Middle School and Columbia County School District's 2022-2027 Strategic Plan. The Boys & Girls Clubs staff also worked closely with the Title I Coordinator to understand the needs identified by the Title I office and align program offerings to fill those gaps. The GREAT Futures Harlem program aims to achieve the following goals:

- Improve academic achievement
- Increase knowledge of healthy lifestyle choices
- Improve social, emotional, and life skills for positive youth development
- Increase parental engagement/involvement in Students' Educational Process

The proposed GREAT Futures Harlem program will serve targeted students with academic enrichment, healthy lifestyle, and social, emotional, and life skills programs during out-of-school time. The program will provide a multifaceted, comprehensive, community-based approach to overcoming the risks, obstacles, and challenges faced by students. Program activities include daily homework help, individual and group tutoring, academic enrichment, STEM and enrichment, technology, economic and financial literacy, youth leadership, character education, life skills, fitness, social recreation, and the arts. The program will also coordinate with the Title I plan at the school, aligning the efforts of the Title I Family Engagement and Family Support components to support more students' academic success, and will offer monthly parent and family engagement events.

On November 25th, 2023, BGCGA provided local media outlets with a press release to notify the public of an intent to apply for 21st CCLC grant 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. The collaborative need assessment and program design process for the GREAT Futures Harlem 21st CCLC program included coordination to leverage existing programs and services within the community, resulting in a total of \$534,741.00 in leveraged funds for the program annually, including \$139,741.00 from 11 different partners and more than \$395,000 of in-kind support from Boys & Girls Clubs of Greater Augusta (BGCGA). Over the course of the five year grant period, this totals \$2,673,705.00 in contributions to the program.

(Word count is 666)

Program Name: GREAT Futures Harlem

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the

proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

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

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal. In addition to the narrative, the GaDOE will check Equitable Services for Private Schools (ES4PS) reports to ensure applicants sent invitations and Form A to eligible private schools.

COLLABORATIVE NEED ASSESSMENT & PROGRAM DESIGN

For more than 70 years, Boys & Girls Clubs of Greater Augusta (BGCGA) has been serving the Central Savannah River Area through a whole-child approach that identifies and addresses academic and non-academic barriers to student success.

Harlem Middle School principal Mr. John Bush initiated the 21st CCLC planning process by reaching out to the local Boys & Girls Clubs organization. Beginning in May 2023, BGCGA CEO, Ms. Kimberly Evans, and Director of Academic Success, Dr. Shaniquia Stanley, facilitated a comprehensive assessment of student and family needs in partnership with Columbia County School District administrators, and a wide array of community stakeholders. This discovery process included community meetings, consultative conversations, and surveys to understand the needs and gaps faced by parents, teachers, students, administrators, community organizations, and other groups that serve youth and families in Columbia County. In addition to providing public notification of intent to apply, BGCGA also consulted with the 9 local private, non-profit schools serving 6-8th grade students in Columbia County, including Augusta Preparatory Day School, Augusta Christian Schools, Adventist Christian School, Augusta Science Academy, Community Christian Academy, Evans Christian Academy, Kingdom Kreations Academy, Logos Classical Academy, and the Oaks School in Evans. Please refer to the Georgia Equitable Services 4 Private Schools (ES4PS) system reports for additional detail.

Throughout the duration of the community needs assessment in summer and fall 2023, Ms. Evans partnered with Principal Bush, meeting numerous times to discuss needs, gaps in services and how best to partner in the community to support students and families. Mr. Steven Flynt, superintendent of the Columbia County School District, has also engaged in this process, lending his support for a proposed program. The Boys & Girls Clubs staff worked closely with the Title I Coordinator to understand the needs identified by the Title I office and align program offerings to fill those gaps. Surveys were administered by Harlem Middle School over lunch periods at the school, and responses were obtained from 699 students and 26 teachers. For example, more than 80% of teachers at Harlem Middle School said that homework help and tutoring services for students was a need for students. Data was also aggregated from multiple community organizations and sources to inform this process, including: the Georgia Department of Education; Columbia County School District; Georgia KIDS COUNT research from the Georgia Family Connection Partnership and Annie E. Casey Foundation; Augusta University; United Way of the CSRA; the Augusta Economic Development Authority; and Columbia County Community Connections. On November 25, 2023, BGCGA issued a press release welcoming community input and involvement, which included general information about the intent to apply, program location, and contact information. In addition to regular meetings between the community organizations involved in the needs assessment and informal input sought from parents and guardians throughout the process, on December 19th, 2023, a Parent & Family Listening Session was hosted virtually, specifically designed to engage parents, guardians, family members and other community members connected to Harlem Middle School. An additional virtual listening session was also offered on January 11, 2024. BGCGA in partnership with the stakeholders reviewed this quantitative and qualitative data and agreed on the defined set of needs for Harlem Middle School students listed below. BGCGA also met with the mayor of the city of Harlem, Mayor Roxanne Whitaker, who offered her support for bringing the program to Columbia County, including helping to raise awareness, engage businesses and potential donors in the community (such as the Harlem Merchants Association), and exploring future financial support from municipal sources once the program is established.

DEFINED SET OF AGREED-UPON NEEDS

The targeted school for the GREAT Futures Harlem program is Harlem Middle School. Based on the collaborative need assessment and program design process, stakeholders established a defined set of agreed-upon academic and non-academic needs for students and families at Harlem Middle School that form the basis of this proposed GREAT Futures Harlem 21st Century Community Learning Center (21st CCLC) program.

Improve academic achievement

Increase knowledge of healthy lifestyle choices

Improve social, emotional, and life skills for positive youth development

Increase parental engagement/involvement in Students' Educational Process

These identified needs align directly with the 2023-2024 School Improvement Plan for Harlem Middle School, including their two goals: 1) 65% of all students will be performing on or above grade level based on the reading i-Ready end of year diagnostic.; 2) 55% of all students will be performing on or above grade level based on the math i-Ready end of year diagnostic. The proposed activities for the GREAT Futures Harlem Middle School 21st CCLC program will address these goals as well as those outlined in the Columbia County School District's 2022-2027 Strategic Plan. Specifically, the District's plan focuses on enhancing academic supports; increasing understanding and mastery of curriculum, maximizing family and community involvement, nurturing strong relationships in a supportive environment, supporting the overall health of students, and ensuring a safe learning environment.

COORDINATION BETWEEN EXISTING PROGRAMS & SERVICES

The collaborative need assessment and program design process for the GREAT Futures Harlem 21st CCLC program included coordination to leverage existing programs and services within the community, resulting in a total of \$534,741.00 in leveraged funds for the program annually, including \$139,741.00 from 11 different partners and more than \$395,000 of in-kind support from Boys & Girls Clubs of Greater Augusta (BGCGA). For additional information, please refer to the Program Partners Table. Over the course of the five year grant period, this totals \$2,673,705.00 in contributions to the program.

Currently, the afterschool program operating at Harlem Middle School is struggling with enrollment due to the inability of families to afford the program's relatively modest fees. Through this proposed 21st CCLC application, a new, more affordable program will be established that increases access for students and families in need, while effectively and efficiently leveraging other school and community resources. The program will coordinate with the Title I plan at the school, aligning the efforts of the Title I Family Engagement and Family Support components to support more students' academic success. BGCGA has also coordinated resources from the Georgia Bright from the Start Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP), which is comprised of federal funding passed through from the United States Department of Agriculture (USDA) to meet the nutritional needs of students. The existing facilities at Harlem Middle School are also being leveraged at no cost to the program through BGCGA's partnership with Columbia County School District, and additional programs and services from the community have also been connected to the 21st CCLC delivery model to support participating students and families. For example, Columbia County Community Connections will provide a total of 300 hours of mentoring and academic tutoring services to students in the 21st CCLC program at no cost. They will also connect their assistance programs to support the parents of students enrolled in the program, including access to food, transportation, and other services that help meet basic needs. The Columbia County Alphas will also use their volunteer force to provide ongoing weekly mentoring services to the students (420 hours of services that have been leveraged) as well as Research Rescue (210 hours of services). In addition, the Columbia County School District's Bilingual Family Liason's programming and services will partner with the program to reach and serve students from families of English Language Learners (ELL).

(Word count is 1204) If the word count exceeds 9,000, please upload any remaining narrative for Question A. The Process below.

B. Specific Needs (10 Points)

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

Boys & Girls Clubs of Greater Augusta (BGCGA) collaborated with all stakeholders to identify gaps

in services and needs facing students and families in Columbia County and Harlem Middle School, the site for the proposed GREAT Futures Harlem 21st CCLC Program. This proposed program meets the absolute priority by proposing to primarily serve students and their families who attend a high-poverty school with more than 40% of students eligible for free or reduced-price school lunches. Harlem Middle School is a Title I school, with 49.15% of students qualifying for free or reduced-price school lunches (FY24, GADoE). This application also meets Competitive Priority 4, proposing to serve students and families in a county (Columbia County) that does not currently receive 21st CCLC funding in FY24. Harlem Middle School students targeted by the GREAT Futures Harlem 21st CCLC Program are at risk of academic failure, struggling with content mastery in Math, English Language Arts, and Science (see Figure A in the attachment, APPENDIX I: SPECIFIC NEEDS for a specific breakdown of student demographics.) It also meets Competitive Priority 5 because the program intends to serve 65 youth during the summer recess of each year of the grant, with a minimum of 25 hours of programming each week for 6 consecutive weeks, meeting and exceeding the minimum requirements.

Located in the Central Savannah River Area (CSRA), Columbia County sits northwest of the city of Augusta, framed by Clarks Hill Lake, Mistletoe Park, and the Georgia-South Carolina state border. Within the CSRA, Columbia County is the fastest-growing county. In the rural western part of the county just off Highway 221 sits Harlem Middle School, a Title I school in the Columbia County School District serving grades 6-8. While the quality of life in Columbia County as a whole is generally strong, stark divides exist and the same is not true for the catchment zone of Harlem Middle School, a poorer, more challenged area of the county. The demographics of the school differ from the broader Columbia County: families served by Harlem Middle School are more economically disadvantaged than the majority of Columbia County School District, with 49.15% of students qualifying for free and reduced-price school lunch at Harlem Middle vs. 40.99% in the district, 8.16 percentage points higher (FY24, GADoE). Please see "Figure A: Harlem Middle School demographic information in the uploaded charts in APPENDIX I: SPECIFIC NEEDS".

Columbia County's racial and economic demographics are 64% White, 18% Black, 8% Hispanic, 5% Asian, and 6% multi-racial or other. The most prevalent immigrant groups in the area are from Asia (46%) and Latin America (25%, U.S. Census Bureau). More parents work: the biggest employers within Columbia County include industrial and auto manufacturers, Walmart, Lowe's, national chain grocery stores, and a large local McDonalds fast food restaurant operator (Georgia Department of Labor, Columbia County Area Labor Profile). Outside of government, the largest industries are retail, food services and accommodations, making up over a third (36.7%) of all local jobs (U.S. Census Bureau). Racial and economic divides mean that while only 9% of all Columbia County children live in poverty, this number skyrockets for minority children: 19% of Black children and 23% of Asian children live in poverty (County Health Rankings, 2023). Using ZIP code level census data for Harlem and Appling, we examined the Harlem Middle School catchment zone as a subset of the entire county. In doing so, we found that poverty is much higher in these areas: 26.7% of all families with children and 50.6% of Black people in Appling live in poverty (U.S. Census Bureau). Harlem and Appling have 17% and 20% of households respectively with kids in single-female-headed households (U.S. Census Bureau). While the median household income in Harlem is \$72,977, it drops to just 43% of that (\$31,528) for single female-headed households. In Appling, single female-headed households bring in a median income of just 25% (\$21,448) compared to other Columbia County families (\$82,853, U.S. Census Bureau). According to the Georgia Governor's Office of Student Achievement (GOSA), school district appropriations per student at Harlem Middle School are just \$9,618, 4.77% lower than other students in the Columbia County School District (\$10,100) and 20.56% lower than students across the state of Georgia (\$12,107, GOSA). On top of lower expenditures, teachers are also juggling more students in their classrooms, with a student-to-teacher ratio of 18:1, compared to the state average of 15:1 (GOSA).

Need for Safe Places & Relationships with Caring, Trusted Adults

Community safety is a major challenge facing Harlem Middle School students and families. The CSRA has struggled with an acute concentration of gang activity, creating alarming levels of community violence that have attracted state and federal attention, including the FBI Safe Streets Gang Task Force and the U.S. Department of Justice. The Columbia County School District Police are aware of approximately 100 gangs in the region, with more than 40 believed to be currently active. To attempt to combat the issue, the Columbia County Sheriff's Office has established a Special Operations Division Crime Suppression Unit to respond to citizen complaints regarding gang activity. In a November 2023 interview with local media, police deputies shared that today, almost all the crimes in the area, "from burglaries to car break-ins to killings, are gang-related." Columbia County Assistant District Attorney Todd Hughes has also spoken publicly about the escalation of this crisis, including the disturbing trend that the age at which youth are becoming involved in local gang activity has continued to drop. As of 2023, they are currently targeting elementary school-age children, and Mr. Hughes has personally observed recruitment flyers left at local schools promoting criminal street gangs. Research demonstrates that the impact of community violence is broad and far-reaching for students and families, increasing health care costs, decreasing property value, negatively impacting school attendance, reducing access to community support services, and creating trauma that can last a lifetime (Centers for Disease Control and Prevention, Preventing Youth Violence, 2021). To meet student needs, the GREAT Futures Harlem 21st CCLC program will

provide a safe place with supportive, caring adults who can help them overcome the challenges that community safety issues create, including relationships with youth development professionals and other adult mentors in the community.

Need for Social-Emotional & Positive Youth Development to Improve Classroom Behavior
While school attendance at Harlem Middle School is strong, due in part to strictly enforced truancy policies, the high rates of working parents and single-parent households in the catchment zone, results in many Harlem Middle School students unsupervised in the critical afterschool hours and without positive adult role models. This void is thought by stakeholders in the needs assessment process to be a major contributing factor to classroom behavior challenges and distractions from learning.

In February 2023, a 13-year-old student at the school suddenly passed away from undiagnosed leukemia, leaving her peers and community reeling. The student's funeral expenses were covered by the local auto-mechanic business where her grandfather works and the school brought in counselors to try to help students navigate their grief. Just weeks after, the school was evacuated after students started a small fire in a restroom trash and in May, a student brought a knife to class with him. These episodes build on others from late 2021 and 2022, when administrators navigated other student behavioral challenges that included a student bringing an airsoft pistol into the school and another separate gun-related lockdown incident. Student behavior has been a challenge over the 2022-2023 school year, with 18% of enrolled students experiencing a disciplinary incident— 8 percentage points higher than other schools in the district (10.6%) and nearly 6 percentage points higher than the state average (12.4%) GOSA, 2022). Bullying, and specifically fighting, is an issue for students, with the most common reason for student discipline referrals at Harlem Middle School being harm to another person, representing 60% of incidents overall.

In the 2022 school year, the In-School Suspension (ISS) rate at Harlem Middle School was 16.7%, compared to a district rate of 9.2%, and a state rate of 7.6%. The Out-of-School Suspension (OSS) rate for Harlem Middle School was 6.7% compared to a district rate of 3.6%, and a state rate of 6.3% (GOSA, 2022-23). Overall, a quarter of all incidents resulted in OSS, distracting from student learning. Disciplinary issues for males, students who are economically disadvantaged, and Black students are disproportionately high. For example, while male students comprise 52.5% of the overall population, they are 70.3% of the disciplined population. Overall, 46.3% of all disciplinary incident occurrences are caused by an economically disadvantaged student. While Black students represent 17.7% of the school, they are 24.2% of the disciplined population (GOSA, 2022). Research demonstrates that “turnover of suspended students in and out of the classrooms creates unstable, socially fragmented environments” that create a negative impact on overall school culture and affect all students, not merely students who are suspended (Perry & Morris, 2014). Similarly, a 2015 study by Noltemeyer, Ward, and McLoughlin found a negative relationship between suspensions and student achievement rates. As suspension rates increased, student achievement decreased and the student dropout rate increased. Please see “Figure D: Students experience behavior issues that disrupt classroom learning” in the uploaded charts in APPENDIX I: SPECIFIC NEEDS. The BGCGA GREAT Futures Harlem 21st CCLC program will address the social-emotional skill development needs of students by providing programs and activities proven to support the development of those skills (such as building conflict resolution skills or anger management) and improve classroom behavior, by fostering healthy relationships with adult mentors who can provide guidance and support; and by implementing positive youth development programming that takes a whole-child approach to supporting their needs during the adolescent challenges of navigating middle school.

Need for Student Nutrition, Exercise & Healthy Habits

Students and families in Columbia County face obstacles to their overall health and wellness, including physical and mental health. Kids in Columbia County face food insecurity, and 72% are eligible for at least one federal nutrition program (including Supplemental Nutrition Assistance Program (SNAP) and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)) overall (Feeding America, 2021). Food insecurity is defined by the United States Department of Agriculture as the lack of access, at times, to enough food for an active, healthy life. While 5% of children overall experience food insecurity in the area, it increases for minority children, with 8% of Black children and 10% of Hispanic/Latino children (Feeding America, 2021) without the healthy food they need to grow and develop. Because of the rural nature of Harlem and Appling (catchment zones for Harlem Middle), 35.9% of people who live in Columbia County do not have access to a large grocery store (US News & World Report Healthy Communities Database, 2023). This lack of healthy, nutritious foods contributes to and compounds other health issues: Nearly 1 in 3 (32.2%) of children aged 2 to 17 years old in Columbia County are overweight or obese (National Health and Nutrition Examination Survey) and nearly 1 in 10 adults has diabetes (9.8%; US News & World Report Healthy Communities Database, 2023). There is also a shortage of mental health providers in the county, with an average of 860 people for every one provider, more than 25% higher than the state average (600:1).

Across age groups, Columbia County experiences some of the state's highest rates of Accidental Poisoning and Exposure to Noxious Substances. This includes but is not limited to, opioids and other

drugs. Opioid use in Columbia County is high, with an opioid prescription rate of 58.5 per 100 persons in 2020, well above the national average of 43.3 (CDC, 2020). Misuse and abuse of prescription medication have continued to be a challenge for people living in Columbia County. In fall 2023, the Columbia County Sheriff's Office was part of the state's largest bust in the region's history for fentanyl, an ultra-powerful synthetic opioid that has ravaged the CSRA. Described by the Drug Enforcement Administration as 50 times more potent than heroin and 100 times more potent than morphine, fentanyl is one of the most addictive and damaging substances readily available in the community. The opioid epidemic is affecting families and, most importantly, children. People who die of an overdose are most frequently between ages 25-54 years and in their child-rearing years. Substance use in the household is considered an adverse childhood experience and is associated with health risks and disease in adulthood.

Excessive drinking and alcohol-impaired driving deaths both occur at higher rates than the state average. In Columbia County, alcohol-impaired driving deaths have been increasing since 2017, and 25% of motor vehicle crash deaths involved alcohol. Students are struggling to navigate health risks, including substance abuse. The use of a smoking device at school, such as a vape, is one of the top reasons for disciplinary action at Harlem Middle School. By the time students reach 9th grade, 9.9% of them will report using alcohol in the past 30 days (KIDS COUNT, 2020). The leading cause of premature death for 10-14-year-olds in Columbia County from 2018-2022 was intentional self-harm and suicide, followed by accidental exposure to smoke, fire, and flames (Georgia Department of Public Health OASIS).

To meet student needs and support physical and mental health, the BGCGA GREAT Futures Harlem Middle School 21st CCLC program will provide students with a safe place to grow and opportunities for holistic positive youth development. The program will also implement research-based curriculums that provide education on avoiding risky behaviors, like substance abuse and misuse. A variety of healthy lifestyles and nutrition education activities will increase access to and consumption of nutritious foods needed to grow and develop. And a variety of health and wellness supports will be made available through the program such as annual vision and hearing screenings to understand health obstacles to classroom learning, and referral services for mental health services for youth experiencing greater challenges.

Low Academic Performance & Student Challenges with Content Mastery

Students at Harlem Middle School are struggling to meet rigorous state standards and are making less academic progress from one grade to the next compared to students at other schools in the state. Harlem Middle School students struggle in ELA, math, and science, falling behind their peers across the county and the state. Harlem Middle School students scored lower on the 2022 Georgia Milestones assessment than other students in the Columbia County School District in all four academic areas of English Language Arts, Math, Science, and Social Studies. Students especially struggle in English Language Arts and Math: By the 8th grade, just 69.5% of Harlem middle schoolers are reading at or above the grade level target (a Lexile measure greater than 1050), nearly 10 percentage points lower than their peers in the Columbia County School District (78.4%). GMAS data from the 2021 school year at Harlem Middle School also reveals stark divides, including significant achievement gaps between under-resourced students and others at the school. For example, students who are low-income and disadvantaged at Harlem Middle School (racial, ethnic, and/or socioeconomic groups that show persistent gaps across all schools and outcomes within the state) are making satisfactory academic growth year-over-year, but continue to struggle with content mastery overall. Just 37% of these students are on track for content mastery, compared to 58% of all other students in the state (GMAS, 2021). In the fall 2023 teacher survey at Harlem Middle School, homework help and tutoring services were the top requests that teachers made of the prospective program (80%). Students are also in need of more enrichment and hands-on learning opportunities. In the fall 2023 student survey, 60% of kids indicated that this was something that they wanted from the program, including specific suggestions that included drones, STEM (science, technology, engineering, and math), and creative arts. Please see "Figure C: Harlem Middle School students struggle to meet state academic standards" in the uploaded charts in APPENDIX I: SPECIFIC NEEDS.

(Word count is 2533) If the word count exceeds 9,000, please upload any remaining narrative for Question B. Specific Needs below.

C. Program Focus (6 Points)

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

TARGET POPULATION NEEDS FROM COLLABORATIVE NEEDS ANALYSIS

The mission of Boys & Girls Clubs of Greater Augusta (BGCGA) is to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. BGCGA's proposed GREAT Futures Harlem 21st CCLC program builds on this mission and commitment to youth. The program was developed through a collaborative, community-based approach that was informed by the needs assessment process and designed to meet the needs of targeted 6-8th grade students at Harlem Middle School, including 65 unduplicated students in the afterschool program and 65 in the summer program. The target population for the GREAT Futures Harlem 21st CCLC program is students in grades 6-8 from Harlem Middle School who meet one or more of the following criteria: experiencing economic and environmental risk factors (including poverty, single-parent households, food insecurity, etc.); classroom behavioral issues that detract from school learning; and/or not performing on grade level in Math, English Language Arts, and/or Science, as evidenced by low content mastery scores on the Georgia Milestones Assessment System. The program will provide students with a broad array of services and program offerings that support content mastery in Math, English Language Arts, and Science; social-emotional development; and parent engagement.

TIERED SUPPORT FRAMEWORK TO ADDRESS NEEDS

The GREAT Futures Harlem 21st CCLC program is designed to improve academic achievement and overall student success and mirrors the Multi-Tiered Support Systems (MTSS) framework used at Harlem Middle School and in the Columbia County School District. Using school student assessment data, student academic and behavioral support challenges are identified and differentiated instruction and services are provided to meet student's individual needs. The MTSS model includes three tiers: Tier 1 - universal (i.e., interventions for all students), Tier 2 - targeted (i.e., interventions for students experiencing difficulty in academics or behavior), and Tier 3 - intensive (i.e., individualized instruction, sustained over time with progress monitoring). All GREAT Futures Harlem 21st CCLC students will participate in Tier 1 supports including: Power Hour (i.e., provides concept reinforcement activities that build on what students learn in school and affords students support, materials, and program time to complete their homework), Project Learn, (i.e., evidenced-based program strategy that infuses high-yield learning activities into all program offerings, such as leisure reading, writing activities, STEAM, discussions with knowledgeable adults, opportunities to help others, and games that develop and build cognitive skills). The program will provide accelerated learning Tier 2 support in a 1:12 staff-to-student ratio for students struggling with report card grades or not meeting state standards through high-quality instructional materials such as IXL and other resources. Additional Tier 2 reading supports include small group reading, literacy games, and activities to build phonemic awareness, phonics skills, reading fluency, vocabulary, and text comprehension. For students requiring more intensive remediation and coordinated services, Tier 3 services will include individual and/or small group tutoring (1:10 tutor-to-student ratio) as well as referrals and/or coordination of additional services to support student success. BGCGA uses a whole-child approach addressing all barriers to success and providing enrichment programming (Tier 1 supports) in physical activity, social and emotional learning, and the arts. The Triple Play program increases daily physical activity and improves health through 1) Healthy Habits: nutrition and cooking; 2) Fitness Challenges: non-competitive games; and 3) Social Recreation: games that teach cooperation, sportsmanship, and conflict resolution. Positive Action, a comprehensive social-emotional learning curriculum, helps children develop self-management skills and encourages responsible decision-making. BGCGA also uses the comprehensive prevention SMART (Skills, Mastery, and Resistance Training) Program Suite. A wide array of educational enrichment activities will be offered, including in the arts and STEM (DIY STEM curriculum, Summer Brain Gain), and mentoring partnership programs, including through the Passport to Manhood curriculum. Service learning and leadership development is offered through the Boys & Girls Clubs Torch Club program, tailored to middle school students specifically. Students are mentored daily by program staff and matched with individual volunteer mentors as needed.

PROGRAM GOALS & TAILORED SERVICES AT HARLEM MIDDLE SCHOOL

The needs assessment process identified four primary needs of students and families—1) the need for supervision and relationships with caring adults, 2) the need for social-emotional skill development, 3) the need for risky behavior resistance skills, and 4) need for academic content mastery support. The assessment also identified a significant gap in services—no affordable programs for youth in the afterschool and summer hours. The GREAT Futures Harlem program is designed to meet four primary needs and fill the gap in program services for students and families. Details on each evidence-based program are in section 3.3.1.

BGCGA provides interest-based enrichment programming by centering youth voice and choice in the program planning, design, and implementation processes. Program staff build authentic youth-adult partnerships that treat young people as equal partners, cultivate trust, enable young people to build self-esteem, and develop problem-solving and leadership skills to actively guide program offerings. The GREAT Futures Harlem 21st CCLC program will foster safe, positive learning environments where all youth can express their voice and choice. Collaboratively, program staff and students develop group norms, which encourages youth buy-in and ownership. BGCGA uses informal and formal methods to continuously seek youth input in program design and offerings, including annual student and parent surveys, graffiti walls, and ongoing pulse checks to gather real-time feedback on activities. Program activities change throughout the school year in response to

student interest surveys (administered twice a year) to provide variety and youth can self-select into specific offerings. Within a program (e.g., STEAM), multiple activities are also offered in a specific program block providing students with choice in daily activities. In response to the high level of poverty in the target population, the program will not charge fees for participation.

Below, please find a list of program activities aligned with each program goal.

1) Improve Academic Achievement

The significant percentages and disparities among students not meeting state standards demonstrate an urgent and critical need to provide targeted support to Harlem Middle School students in increasing their academic performance and overall content mastery in Math, English Language Arts, and Science. The current lower academic performance results coupled with the higher teacher-to-student ratios at the school support the need to provide more time engaging with grade-level content through tutoring services provided by certified teachers and curricula resources aligned to the Georgia Standards of Excellence. The Academic Curriculum for Excellence (ACE) is used by all educators in the Columbia County School District to provide high-quality instruction for each grade level and content area. ACE contains content area standards, guidance for aligned resources, assessment tools, and pacing guides used by Columbia County School District teachers to ensure that each student receives rigorous instruction on the grade level and content area standards. When appropriate, the GREAT Futures Harlem 21st CCLC program will utilize the ACE Scope and Sequence resources (pacing guides that indicate which units of instruction and ACE standards are addressed throughout the school year) for Grades 6-8 to help align efforts in the afterschool program to the regular school day content to ensure that students can achieve mastery of the grade-level standards.

To improve and/or strengthen academic performance, the GREAT Futures Harlem 21st CCLC program will provide:

- Daily homework help through the Boys & Girls Clubs Power Hour program curriculum, which will provide concept reinforcement activities to build on school-day learning and give students the space, materials, and focus time to complete their homework independently and become self-directed learners. This program also provides support for quality homework completion to ensure that skills practiced through assigned homework are reinforced and mastered.
- Project Learn, which provides high-yield learning activities embedded throughout the program day (leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help, tutoring, and games that develop young people's cognitive skills) to reinforce the academic enrichment and school engagement of students and introduce them to the concept of personalized academic goal setting;
- Certified teachers responsible for implementing the instructional academic activities and directing high-impact tutoring services with the assistance of enrichment staff, and program volunteers from Paine College students who will provide academic assistance;
- Small group tutoring services for students in Math, English Language Arts, and Science, utilizing curriculum aligned with the school-based curriculum maps (including IXL, and the Georgia Standards of Excellence and Common Core standards) and targeted based on school-day teacher reports to BGCGA Lead Teachers on specific student needs;
- Offer a wide array of educational enrichment activities and targeted curriculum in key areas, including in science (such as through the use of the Harlem Middle School's outdoor classroom space and the DIY STEM curriculum, a hands-on, activity-based STEM curriculum targeted to middle school youth which connects science to themes that students encounter regularly in their day-to-day lives); the arts (like the Lyricism 101, and/or field trips to local arts, cultural and educational centers such as The Harlem Museum, Oliver Norvell Hardy Birthplace, etc.); and computing and business skill development (such as after hours access to Harlem Middle School's Computing & Business Lab).

Increase Knowledge of Healthy Lifestyle Choices

To respond to high levels of food insecurity evidenced in the needs assessment process and improve student knowledge and application of healthy lifestyles, the program will provide students with food and safe, supportive environments that address whole-child needs through connections to community resources. To reach this goal, BGCGA will;

- Provide students with a nutritious snack and meal daily during the afterschool program and breakfast and lunch during the summer program.
- Teach students to develop daily physical activity, good nutrition and maintain healthy relationships by utilizing research-informed curricula, including Triple Play (ages 6-18), Healthy Habits (ages 6-15), and Georgia SHAPE (all ages).
- Provide holistic positive youth development, including group and individual recreational sport options, such as basketball, football, baseball, and golf that give students opportunities for physical activity and healthy movement, support interest-based autonomy in activity selection, and offer more opportunities to try different types of sports
- Provide a variety of 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;
- Partner with Harrisburg Family Health Care to support overall student health and wellness by providing free healthcare services as needed, including vision, dental and hearing screenings;

--- Partner with Augusta Locally Grown to support 21st CCLC students and families experiencing food insecurity, as well to provide healthy food resources and nutrition education to all students in the program;

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

The needs assessment data cited above demonstrates that students are exhibiting behaviors (such as bullying, vaping in class, and fighting) that could be mitigated with social-emotional development. Students also need social-emotional development to support improved classroom behavior and physical and mental health. To strengthen social-emotional abilities and skills and fuel positive youth development for students, the GREAT Futures Harlem 21st CCLC program will be:

- Engaging students in the comprehensive, research-based prevention SMART (Skills, Mastery, and Resistance Training) Curriculum and Program Suite, including SMART Girls, SMART Leaders, and SMART Moves;
- Providing students with weekly group mentorship programming (using mentoring best practices proven effective in Office of Juvenile Delinquency Prevention mentoring programs) through the evidence-based Positive Action curriculum two times a week (30 minutes/session) in order to improve their understanding and knowledge of self and their roles with others and their community;
- Educating students in understanding natural and logical consequences of their actions and encourage them to accept responsibility for their behaviors;
- Addressing character education and citizenship through classes in leadership and service learning, including Torch Club, a youth leadership development curriculum, and Passport to Manhood, a character education program for boys that will be implemented in partnership with adult male role models from the Columbia County Alphas (a local community chapter of a fraternal organization for Black men);
- Partnering with Serenity Behavioral Health System on embedded social-emotional development within the program model.

Increasing Parent & Family Engagement

Strong familial support systems have been shown to bolster students' resilience, help them persist academically, and overcome pervasive risk factors in their neighborhoods and communities. To address this need and to support parents, guardians and family members in their engagement with their student's educational process, the GREAT Futures Harlem 21st CCLC program will:

- Employ a dedicated Parent Coordinator who will focus on engaging parents, guardians, and family members in the program, including targeted activities like coordinating wraparound services and relevant referrals with program partners (including Columbia County Community Connections), assisting parents/guardians who do not have email addresses to increase access; providing communication; and offering training on current virtual platforms used to engage youth and families (including our digital youth development platform, MyFuture, etc.)
- Offer regular parent and family programming activities on a monthly basis to engage and increase involvement in their students' lives, including through specific curriculum and strategies like Money Matters (financial literacy); Math Day Festival (rotating stations); Project Learn (integrated parent engagement strategy); and a youth talent show among others as ongoing interest and needs are identified throughout the year;
- Regularly engage parents/guardians to provide their feedback, perspective, and guidance on continuous quality improvement for the 21st CCLC program through outreach, surveys, listening sessions, and inviting a parent representative to serve on the GREAT Futures Harlem 21st CCLC Advisory Council;
- Connect the learning and enrichment that happens in the 21st CCLC program to home through dedicated parent resources and communication tools, such as the Power Hour curriculum's complimentary suite of parent resources that are available in both English and Spanish language formats and cover topics like homework help, making summer learning fun, time management for students, and more;
- Engage partners who can assist in adult workforce development, including Augusta Tech - Continuing Education Department and the Georgia Hispanic Chamber of Commerce, as well as other community partners like the United Way of the CSRA; the Augusta Economic Development Authority; Georgia Family Connection Partnership; and Columbia County Community Connections.

These proposed offerings for the GREAT Futures Harlem 21st CCLC Program directly align with and support the Columbia County School District's 2022-2027 Strategic Plan: Enhancing academic supports; increasing understanding and mastery of curriculum, maximizing family and community involvement, nurturing strong relationships in a supportive environment, supporting the overall health of students, and ensuring a safe learning environment. They also align with the Title I plan at the school, including the Title I Family Engagement and Family Support components to create a stronger school community.

(Word count is 2413) If the word count exceeds 9,000, please upload any remaining narrative for Question C. Program Focus below.

[Download a copy of the Chart, Graph or Continuation of the narrative for Question A The Process: GREAT Futures Harlemlneeds_charta97.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs:
[GREAT Futures Harlemneeds_chartb97.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus :
[GREAT Futures Harlemneeds_chartc97.pdf](#)

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

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

Fiscal Agent Name: Boys & Girls Clubs of Augusta Foundation Inc

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

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

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

0

Schools Served Chart (2024-2025)

Program Name: GREAT Futures Harlem

[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
Harlem Middle School	Columbia	N/A	6-8	944	<input checked="" type="radio"/> Yes <input type="radio"/> No	49.2 %	65

FUNDING REQUEST WORKSHEET

Program Name: GREAT Futures Harlem

Site Name: Harlem Middle School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS 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	60	5	15.00	36.00	\$5.05	\$6.30	\$180,630.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	60	5	25.00	6.00	\$5.05	\$6.30	\$50,175.00
Calculated Total							\$230,805.00

FUNDING REQUEST SUMMARY

Program Name: GREAT Futures Harlem

Site	Calculated Total*
Harlem Middle School	\$230,805.00
Calculated total of all sites	\$230,805.00
Total allowable budget for this application	\$230,805.00

Program Name: GREAT Futures Harlem

II. Budget (10 Total Points)

B. Budget Narrative

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

Provide a brief and concise narrative of the following:

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

CBO/Non-LEA and IHE Applicants Only

In addition to the above narrative and budget information, all new CBO/non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new CBO/non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the Working Capital Analysis Worksheet, (Appendix A) such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months. CBO/Non-LEA and IHE applicants currently operating a 21st CCLC program in FY24 are not required to include the financial audit and financial statements with their RFPs.

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

CBO/Non-LEA applicants must also provide a statement in the narrative of their intention to procure and submit subsequent evidence to GaDOE, and maintain throughout the duration of the grant the following:

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

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

The proposed budget for the GREAT Futures Harlem 21st CCLC will provide the necessary and allowable expenses required to implement and maintain a high-quality program that will achieve the stated program goals. The goals for the proposed BGCGA GREAT Futures Harlem 21st CCLC 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/involvement in Students' Educational Process. In response to the high level of poverty in the target population, the program will not charge participation fees. All funding requested to establish the new GREAT Futures Harlem 21st CCLC program will be used to serve targeted youth at Harlem Middle School and will not supplant.

Program staffing expenses included in the budget support all four goals. For example, Certified Teachers (2) provide critical academic support services to students to support reaching Goal 1 of improving academic achievement. Enrichment Staff (5) are included in the budget at a number that will maintain a 1:15 staff-to-student ratio to support achieving Goal 2 and 3 through whole-child development. To support Goal 4, a designated Parent Coordinator (1) is included in the program budget. Research demonstrates that high-quality relationships between youth and staff are proven to have a positive impact on youth attendance and engagement and positive outcomes in youth development programming overall (Roth & Brooks-Gunn, 2016). Budgeted funds to cover related staff training and professional development for program staff in the 21st CCLC program (including both on-site and off-site trainings, conducted with Georgia Department of Education approval) will continue to improve staff practices and create strong relationships that will support program attendance and retention. Research has shown that positive relationships with program staff are the biggest motivator for youth to attend their program regularly (Fredricks, Hackett, & Bregman, 2010; Gambone & Arbreton, 1997; Perkins et al., 2007).

Program expenses for transportation support all four goals of the GREAT Futures Harlem 21st CCLC program. Students and families targeted by the program are experiencing higher levels of economic disadvantage and are also primarily led by working single parents. The most significant barriers to participation identified by school staff and parents in the needs assessment process were program affordability and transportation home in the evenings. To overcome this barrier to access, the program can support regular attendance and program retention by providing students most in need with transportation services. Transportation will also enable the program to provide students with additional academic enrichment opportunities such as field trips. BGCGA is partnering with the Columbia County School District to be able to provide transportation services for students from the program to their homes and offset associated transportation expenses included in the program budget. For example, BGCGA is partnering with the Columbia County School District and will utilize its fleet of school buses to support student transportation needs. For more information, please see the Program Partners Table and Sustainability Planning & Operating Partnerships section of this application.

Program expenses for supplies and contracted services to provide specialized instruction in the areas of art, music, drama, science, fitness, etc. for the afterschool and summer program directly support Goal 1, 2 and 3 by ensuring that the program provides a diverse array of activities that support both academic remediation and enrichment. For example, STEM supplies (including IXL licensing fees, 3D printers, microscopes, dissection kits, etc.) will support improving student content mastery in Science by providing additional opportunities for students to grasp core concepts through hands-on project-based and inquiry-based learning that complements school-day instruction.

BGCGA has allocated 2.99% of funds (consistent with the grant funding evaluation spending cap) for local program evaluation to monitor progress toward our stated program goals and objectives, to transparently and consistently communicate progress with all stakeholders, and to support a continuous feedback loop for program improvement. BGCGA will hold a bid process (adhering to procurement policies) for evaluation services upon grant award to ensure it contracts with a highly qualified, cost-effective evaluator. If the costs required to ensure a strong evaluation exceed the 3% budgeted, BGCGA will cover costs using funding from other sources.

Overall, the total costs detailed in the program budget are reasonable and necessary to serve the proposed 65 unduplicated 6th-8th grade students at Harlem Elementary School through the afterschool program and 65 during the summer. For example, the grant budget for Year 1 totals \$230,805, which BGCGA considers to be sufficient and reasonable given the duration, quality, and rigor of programming that aligns to the needs identified in the narrative. This includes 9.86% allocated to net administrative costs and 74.85% to program services. Among program services expenses, 55.85% of this annual budget is allocated to direct staffing to support academic goals, 7.19% to transportation, and 4.3% to program supplies.

Please note that as required by the Georgia Department of Education, Boys & Girls Clubs of Greater Augusta will also 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 Georgia Department of Education 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.

(Word count is 841)

WORKING CAPITAL ANALYSIS WORKSHEET
2024-2025

Applicant Name: Boys & Girls Clubs of Augusta Foundation 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: 12/31/2022
Cash and cash equivalents* \$ 117,510.00

Calculation of recommended working capital requirement:
Proposed annual budget of the 21st CCLC program \$ 230,805.00
Number of months of operation (including summer, if applicable) 12
Estimated monthly working capital requirement \$19,233.75
Necessary working capital for 3 month period \$57,701.25

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

FY25 RFP Budget Details For Year 1 (FY25)

Program name: GREAT Futures Harlem

Fiscal agent name: Boys & Girls Clubs of Augusta Foundation Inc

Budget updated on (date): 01/29/2024

						Sum: \$230,805.00	Maximum Amount Allowed: \$230,805.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2025	1000 / 110	1000	110	2	\$21,600.00	\$43,200.00	2 Lead Tutors - (\$30 per/hr @ 20hr/wk @ 36 wks) After School Program - includes 1hr/day for planning time
2025	1000 / 110	1000	110	2	\$3,600.00	\$7,200.00	2 Lead Tutors - (\$30 per/hr @ 20hr/wk @ 6 wks) Summer Program
2025	1000 / 140	1000	140	5	\$9,900.00	\$49,500.00	Enrichment Staff-5(\$14 per/hr @ 25hr/wk @ 36 wks) After School Program - includes 1hr/day for planning time; reduced to \$11 for budgeting purposes due to current budget constraints
2025	1000 / 140	1000	140	5	\$1,650.00	\$8,250.00	Enrichment Staff-5(\$14 per/hr @ 25hr/wk @ 6 wks) Summer Camp Program; reduced to \$11 for budgeting purposes due to current budget constraints
2025	1000 / 200	1000	200	1	\$3,856.00	\$3,856.00	Fringe Benefits for Lead Tutors calculated at 7.65%
2025	1000 / 200	1000	200	1	\$4,418.00	\$4,418.00	Fringe Benefits for Enrichment Staff calculated at 7.65%
2025	1000 / 300	1000	300	1	\$2,500.00	\$2,500.00	Contracted Services (DRJ Ministries, Arts Council, E3 Foundation, Karate, others, etc.); We will consult with GADOE before implementation
2025	1000 / 610	1000	610	1	\$9,971.00	\$9,971.00	After school & summer camp 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. Sporting and recreation

							equipment and supplies to support healthy lifestyles, STEM and art supplies, learning support resources, etc.
2025	2100 / 177	2100	177	1	\$7,920.00	\$7,920.00	Parent Coordinator (\$14 per hour @ 20 hr/wk @ 36 weeks) - After School; reduced to \$11 for budgeting purposes due to current budget constraints
2025	2100 / 177	2100	177	1	\$1,320.00	\$1,320.00	Parent Coordinator (\$14 per hour @ 20 hr/wk @ 6 weeks) - Summer Camp; reduced to \$11 for budgeting purposes due to current budget constraints
2025	2100 / 191	2100	191	1	\$23,750.00	\$23,750.00	Site Coordinator's annual salary = \$38,000/year - works 30 hours per week on 21st CCLC programming (75% of salary)
2025	2100 / 200	2100	200	1	\$7,125.00	\$7,125.00	Fringe Benefits for full time Site Coordinators(calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2025	2100 / 200	2100	200	1	\$539.00	\$539.00	Parent Coordinator - Fringe Benefits @ 7.65%
2025	2213 / 300	2213	300	1	\$1,000.00	\$1,000.00	Training & Development - onsite (includes consultant fees for training & travel). We will consult with GADOE to obtain prior approval.
2025	2213 / 580	2213	580	1	\$1,000.00	\$1,000.00	Training & Development - offsite (includes travel, per diems and training costs). We will consult with GADOE to obtain prior approval.
2025	2213 / 810	2213	810	1	\$1,000.00	\$1,000.00	Registration fees for professional development training workshops. We will consult GADOE to obtain prior approval.
2025	2100 / 810	2100	810	160	\$20.00	\$3,200.00	Field Trip student admissions (2 trips @ \$20 per child @ 80 students) Field trips will reinforce learning objectives from weekly programs. Field trips include places like Columbia Zoo, Edventure, Atlanta Aquarium.

2025	2230 / 142	2230	142	1	\$6,000.00	\$6,000.00	Outcomes & Data Analyst salary (approx. \$22/hr; works approximately 6 hours per week on grant for 48 weeks of the year)
2025	2230 / 190	2230	190	1	\$7,000.00	\$7,000.00	Program Director: \$70,000 annual salary; 15% of working hours allocated
2025	2230 / 200	2230	200	1	\$2,100.00	\$2,100.00	Program Director Fringe Benefits (30%)
2025	2230 / 200	2230	200	1	\$1,800.00	\$1,800.00	Fringe Benefits - Outcomes & Data Analyst (calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2025	2230 / 300	2230	300	1	\$1,000.00	\$1,000.00	Annual External Audit, including A-133 Audit
2025	2300 / 880	2300	880	1	\$7,805.00	\$7,805.00	Indirect Costs @ 3.5%
2025	2500 / 148	2500	148	1	\$4,500.00	\$4,500.00	Staff Accountant (Full time employee - Annual salary \$45,000; 10% of total working hours allocated
2025	2500 / 200	2500	200	1	\$1,350.00	\$1,350.00	Fringe Benefits - Staff Accountant (calculated @ 30% of salary applicable to this grant) - includes payroll taxes and health insurance.
2025	2700 / 300	2700	300	1	\$12,600.00	\$12,600.00	Transportation to and from program for afterschool, holidays, and summer - calculated at 2 hours per day at \$30/hour to cover driver, fuel, and maintenance.
2025	2700 / 300	2700	300	2	\$2,000.00	\$4,000.00	Transportation - charter bus rental for field trips (2 buses per trip estimated at \$2000/bus); reduced budgeted amount due to current budget restraints
2025	2900 / 300	2900	300	1	\$6,901.00	\$6,901.00	External Evaluation calculated at 3%

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

		Year 1 (FY25)		Year 2 (FY26)		Year 3 (FY27)		Year 4 (FY28)		Year 5 (FY29)	
Maximum Amount Allowed		\$230,805.00		\$230,805.00		\$230,805.00		\$207,724.50		\$184,644.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$128,895.00	55.85	\$128,895.00	55.85	\$128,895.00	55.85	\$116,005.00	55.85	\$103,116.00	55.85
2100	Pupil Services	\$43,854.00	19	\$43,854.00	19	\$43,854.00	19	\$39,468.00	19	\$35,083.00	19
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$3,000.00	1.3	\$3,000.00	1.3	\$3,000.00	1.3	\$2,700.00	1.3	\$2,400.00	1.3
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$17,900.00	7.76	\$17,900.00	7.76	\$17,900.00	7.76	\$16,110.00	7.76	\$14,320.00	7.76
2300	General Administration (for Federal Indirect Cost)	\$7,805.00	3.38	\$7,805.00	3.38	\$7,805.00	3.38	\$7,025.00	3.38	\$6,244.00	3.38
2500	Support Services - Business	\$5,850.00	2.53	\$5,850.00	2.53	\$5,850.00	2.53	\$5,265.00	2.53	\$4,680.00	2.53
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	\$16,600.00	7.19	\$16,600.00	7.19	\$16,600.00	7.19	\$14,940.00	7.19	\$13,280.00	7.19
2900	Other Support Services	\$6,901.00	2.99	\$6,901.00	2.99	\$6,901.00	2.99	\$6,211.00	2.99	\$5,520.00	2.99
Total		\$230,805.00		\$230,805.00		\$230,805.00		\$207,724.00		\$184,643.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	172,749.00	74.85	172,749.00	74.85	172,749.00	74.85	155,473.00	74.85	138,199.00	74.85
	Administrative Expenses (2230, 2300 and 2500)	31,555.00	13.67	31,555.00	13.67	31,555.00	13.67	28,400.00	13.67	25,244.00	13.67
Code	Less:										
2230/300	Audit	\$1,000.00	0.43	\$1,000.00	0.43	\$1,000.00	0.43	\$750.00	0.36	\$750.00	0.41
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	\$7,805.00	3.38	\$7,805.00	3.38	\$7,805.00	3.38	\$7,025.00	3.38	\$6,244.00	3.38
	Sub-Total	\$8,805.00	3.81	\$8,805.00	3.81	\$8,805.00	3.81	\$7,775.00	3.74	\$6,994.00	3.79
	Net Administrative Expenses	\$22,750.00	9.86	\$22,750.00	9.86	\$22,750.00	9.86	\$20,625.00	9.93	\$18,250.00	9.88
2900/300	External Evaluation expense	\$6,901.00	2.99	\$6,901.00	2.99	\$6,901.00	2.99	\$6,211.00	2.99	\$5,520.00	2.99

Validations:

	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE		TRUE		TRUE		TRUE		TRUE	
	Net Administrative expense is 10% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	
	External Evaluation expense is 3% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	

Supporting Budget Documents

a. Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program. See 29 U.S.C.A. § 207(g)(2). 21st Century Programs are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator's regular day. All salaries and wages must be consistent with the policies and procedures of the applicant agency. Proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project and adhere to the applicant agency's policies and procedures on salary determination of the proposed project. The following is a link to a helpful resource (<http://www.bls.gov/oes/current/oesrcma.htm>).

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

CBO/Non-LEA applicants currently operating a 21st CCLC program in FY24 are not required to include the financial audit and financial statements with their applications.

All CBO/non-LEA applicants, excluding IHE applicants, which are exempt from federal income tax under Internal Revenue Code section 501(a), must also include the most recent Form 990 "Return of Organization Exempt from Income Tax", where applicable and IRS tax exempt status letter. If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and still include the applicable bank statements (e.g., primary saving and checking accounts) from the most current three months. Please upload all the above information **with** your RFP.

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

Wages PDF

Download a copy of [Boys&G_wages_97.pdf](#)

Audit and Financial Statements

Download a copy of [Boys&G_financials_97.pdf](#)

• CBO/Non-LEA Applicants Only

In addition to the above narrative and budget information, all new CBO/Non-LEA applicants must also submit copies of their organization's most recent year's independently audited financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. CBO/Non-LEA applicants currently operating a 21st CCLC program in FY23 are not required to include this financial audit with their applications.

The submission must also include the audit opinion, the balance sheet, statements of income, most recent Form 990 "Return of Organization Exempt from Income Tax" (if applicable), retained earnings, cash flows, and the notes to the financial statements. If independently audited financial

statements do not exist for the applicant, the applicant shall state the reason and instead should submit a copy of applicable bank statements (e.g. primary saving and checking accounts) from the most current six months.

Are you currently operating a 21st CCLC program in FY23? Yes No

As a Non-LEA applicants currently operating a 21st CCLC program in FY23, you are not required to include a financial audit.

Is there any pending litigation against the organization? Yes No

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

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

Program Name: GREAT Futures Harlem

A. Program Plan - History of Success

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

The applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs identified in the needs assessment process, and align activities with the Georgia Standards of Excellence. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans. The applicant must include how the program will offer virtual/digital learning in the event of school closures and the preferred method of delivery (i.e., Zoom, Teams, Google Classroom, etc.) The plan must also include how you will ensure cybersecurity and student privacy.

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

YOUTH DEVELOPMENT & OUT-OF-SCHOOL PROGRAMMING EXPERTISE

For more than 70 years, in partnership with the Richmond County School District, the Boys & Girls Clubs of Greater Augusta (BGCGA) has been serving students and families in the Central Savannah River Area who are in greatest need providing high-quality out-of-school time programs afterschool and during summers that improve youth academics, healthy lifestyles, and character and leadership skills. In 2021, BGCGA served more than 2,029 youth and teens, including 83.7% (1,699) living in households led by a single parent and 97.9% (1,986) of whom are eligible for free and reduced-price school lunches.

EXPERIENCED IN FINANCIAL MANAGEMENT & 21st CCLC GRANTSMANSHIP

BGCGA has an annual operating budget of \$7.2 million and an excellent track record of managing both federal and state grants including Georgia Department of Education 21st CCLC, Georgia Department of Human Services (DHS), U.S. Department of Human & Human Services Personal Responsibility Education Program (PREP), Carol M. White Physical Education Program (PEP), U.S. Department of Justice Office of Juvenile Justice Delinquency Prevention (OJJDP), Child and Adult Care Food Program (CACFP), and Georgia Department of Education/Georgia Statewide Afterschool Network Building Opportunities in Out-of-School Time (BOOST) Grant Program (for more information on specific experiences and qualifications of relevant staff, please see the Staffing and Professional Development section of this application). BGCGA has consistently received unqualified opinions on its single program audits and successful compliance monitoring visits. Since 2010, BGCGA has administered a total of 12 21CCLC programs/funds across 3 counties. BGCGA has never received any findings from GaDOE 21st CCLC monitoring staff or been placed on a corrective action plan and regularly achieves required program attendance targets.

BGCGA has a history of success in managing 21st CCLC grant programs targeted to students experiencing similar academic and social challenges as the proposed target population for Harlem Middle School (e.g., high-poverty, single-parent households). For example, the 2022-2023 summative evaluation report for BGCGA's GREAT Futures Hagler 21st CCLC program serving K-8th grade students found that for regularly attending participants, 82% maintained an A or B or improved their reading grade and 78% maintained an A or B or improved their math grade. One father of a student enrolled in the program shared: "The staff watches over them and keeps up with them and all their things. They are safe here and they get what they need with their homework. It feels good to know that."

EVIDENCE-INFORMED PROGRAM MODEL & CURRICULA

The BGCGA GREAT Futures 21st CCLC program is grounded in evidence-based positive youth

development theory and aligned to both the Georgia Standards of Excellence and the Georgia Afterschool & Youth Development (ASYD) Quality Standards to ensure high program quality. All program components and curricula were selected based on evidence of effectiveness and best practices for addressing the identified needs. Each program component was selected for its appropriateness in meeting the needs of the target population, including high-poverty and low ELA and Math content mastery. Please reference the program schedule attachments (uploaded) for sample program schedules and rotation information. In addition to academic tutoring from Lead Teachers, students will rotate through enrichment activities in timed blocks.

Utilizing afterschool best practices, GREAT Futures Harlem's model provides informal learning through an experiential approach that supports a balance to traditional school education for students. 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. This aligns with the Georgia AYSD principles on project-based, experiential, and hands-on activities, including Quality Element 1 (Programming & Youth Development; 1.2) and Quality Element 4 (Linkages with the School Day; 2.3). 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.

In addition to the overall program model, the curricula and materials selected for this BCGA 21st CCLC program also have demonstrated effectiveness in improving student outcomes. Below is a summary of how program goals and objectives are supported by program activities that are research-based and evidence-informed.

SUPPORTING STUDENT ACADEMIC NEEDS

To support Goal 1, all academic program content has been aligned with the Georgia Standards of Excellence to support the 21CCLC program's stated goals and objectives 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. In math, the curriculum supports additional task time in Math and activities linked to standards, which are two evidence-based practices as well (NCTM 2000). For example, the program utilizes the IXL platform to provide personalized, leveled and self-paced academic support that is aligned with the school day. For students, IXL provides comprehensive curriculum and personalized guidance in core academic subjects, and IXL's real-time diagnostics and actionable analytics enable Lead Teachers and program staff to provide more effective tutoring and coaching. All IXL's curriculum content is aligned to the Georgia Standards of Excellence. For both subjects, the IXL Analytics standards center helps Lead Teachers and program staff track student progress towards state standards by quickly evaluating student aptitude and identifying trouble spots. For example, the Georgia Standards of Excellence for sixth graders for math include 6.NR.1.1, requiring that they "fluently add and subtract any combination of fractions to solve problems." IXL's learning platform supports this with specific content that builds the skills required, including: Add and subtract fractions with like denominators (6-K.1); Add and subtract fractions with like denominators: word problems (6-K.2); Add and subtract fractions with unlike denominators (6-K.3); Add and subtract fractions with unlike denominators: word problems (6-K.4); Inequalities with addition and subtraction of like and unlike fractions (6-K.5); Add and subtract mixed numbers (6-K.6); Add and subtract mixed numbers: word problems (6-K.7); Estimate sums and differences of mixed numbers (6-K.8); and Map with fractional distances (6-K.9).

In addition to IXL, the GREAT Futures Harlem 21st CCLC program will utilize academic program curricula developed by the national Boys & Girls Clubs of America organization, including Power Hour and Project Learn. Power Hour is aligned to the Georgia Standards of Excellence in mathematics and English language arts/literacy and designed to outline skills students need to master by the end of each school grade. Through Power Hour, students can extend their learning beyond the school day, including participating in academic support (homework help and reinforcement); academic enrichment (fun, interactive high-yield learning activities); and academic remediation (individualized tutoring for those youth who need more intensive help with specific subjects or skills). Project Learn is evidence-informed and provides a comprehensive program strategy that reinforces and enhances the skills and knowledge students learn at school during the hours they spend at afterschool programming. Program evaluation results demonstrate strong improvements in Project Learn participants nationally: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies (Schinke, 2000). BCGA program staff use all areas and programs to create opportunities for high-yield learning activities, which include leisure reading, writing activities, STEM, discussions with knowledgeable adults, helping others, homework help and tutoring and games to develop and build cognitive skills in students. Volunteer tutors from program partners, including Paine College and Columbia County Community Connections, will be leveraged to help give students more individualized support on tutoring in small groups. Every student attending the program will be

exposed to these academic supports, including the Power Hour program, daily.

HEALTHY HABITS & SOCIAL-EMOTIONAL LEARNING THROUGH POSITIVE YOUTH DEVELOPMENT

To support Goals 2 and 3, the GREAT Futures Harlem will use positive youth development curriculums that facilitate social-emotional learning, including the research-informed Skills Mastery and Resilience Training (SMART) Moves Prevention Education Suite, Positive Action, and Triple Play programs, as well as evidence-informed mentoring practices and fine arts programming.

In response to the high prevalence of adult drug use identified through the community needs assessment (please see Needs Assessment), the SMART Program Suite will add to the continuum of supports youth have to avoid substance misuse/abuse. For example, the SMART Moves program builds decision-making and critical-thinking skills and resistance skills to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity. Two different program components will be used for Harlem Middle School students, including Start SMART (ages 10-12) and Stay SMART (ages 13-15) to address age-appropriate issues and provide information and skills needed for youth to adopt the attitudes and behaviors necessary to lead healthy, fulfilling lives. SMART Moves' comprehensive strategy helps young people better navigate the challenging path from childhood to adulthood. A program evaluation conducted by the Royal Holloway University of London of SMART Moves in 2018 found that for students with low to average resiliency pre-SMART Moves, the program had significant improvements in resiliency on completion of SMART Moves. In addition, among students in a group who were visited three months later, their resiliency level did not diminish to previous levels. Resilience is a key social-emotional skill that helps middle school students make healthy choices in a variety of settings, including but not limited to risky behaviors like drugs, alcohol, and premature sexual activity. SMART Moves will be implemented twice annually (fall and spring), with sessions twice a week for 30 minutes. It will be offered in multiple rotations to ensure that all students participate in the full curriculum over the course of the academic year (approximately 15 students per group).

Positive Action is a comprehensive program that has components for all parts of the school, the family, and the community. It addresses all areas of the self: the physical, intellectual, and social/emotional, serving as both a content area and a teaching method. In a 2007 study, randomized-controlled trials confirmed Positive Action is simultaneously effective for mental health and academic achievement. Positive Action was found to have positive effects on elementary school students' behavior and academic achievement (Institute of Education Sciences, What Works Clearinghouse). Positive Action works supports increasing academic achievement as it prepares students to learn and be engaged in the classroom. Using age-appropriate curriculum materials, the program teaches the necessary skills for achievement in the physical, intellectual, social, and emotional areas through six focus units that are common across all components and grade levels. Positive Action is taught at every level of learning: cognitive, affective, and behavioral. It goes to the very heart of why we do things—to feel good about ourselves. It also brings all the power of positivity to all participants so potential is reached and barriers are removed. It brings feelings of joy, accomplishment and satisfaction to all participants. The synergy of all these dynamics working together improves behavior, school performance, self- concepts and attendance. The materials are complete and fully prepared for users. Lessons are planned, including facilitator prompts, and all hands-on materials are prepared in order to enhance skill development. The first unit begins with the philosophy and Thoughts-Actions-Feeling, and units two through six explain key positive actions for the whole self (physical, intellectual, social, and emotional). Positive Action SMART Moves will be implemented twice annually (fall and spring). Student sessions will occur twice a week for 30 minutes (approximately 15 students per group) and the program will be offered in multiple rotations to ensure that all students participate in the full curriculum over the course of the academic year.

Triple Play is a comprehensive health and wellness initiative that works to improve the overall health of youth by increasing their daily physical activity, teaching good nutrition, and helping them develop healthy relationships. Triple Play delivers on the belief that whole child health fosters young people's ability to gain diverse knowledge, skills, and protective factors that enable them to overcome barriers and thrive in adulthood. Through fun and engaging activities, the program provides students with health education and programming that promotes the importance of physical activity and proper nutrition. It also focuses on the underlying causes that negatively impact health by enabling youth to develop life-long skills that are foundational to their present and future success. Nationally, youth who participate in Triple Play report 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 (Source: Boys & Girls Clubs of America, 2021). Triple Play will be implemented 2-3 times a week throughout the school year and summer, with students participating in 30 minute rotations (approximately 15 students per group).

Through a partnership with the Office of Juvenile Justice Delinquency Prevention (OJJDP), BGCGA has identified best practices that support the implementation of high-quality mentoring practices for elementary and middle school youth. These learnings will be leveraged within the GREAT Futures Harlem 21CCLC program. High-quality mentoring programs during out-of-school time have been proven effective in reducing disciplinary referrals and improving in school day attendance for

students. BGCGA will utilize character development and gender-based program curricula, including SMART Girls and Passport to Manhood, as part of their mentoring program (approximately 15 students per group). This aligns with Georgia ASYD Quality Element 3, Environment & Culture. Programming will occur once a week for 45 minutes throughout the school year (spring and summer) in coordination with volunteers from the Columbia County Alphas and Research Rescue.

FOSTERING PARENT & FAMILY ENGAGEMENT

To accomplish Goal 4, Increase Parent & Family Engagement, the GREAT Futures Harlem 21st CCLC program will support parent and family engagement in their student's education, including through specific curriculum and strategies like Positive Action; Money Matters (financial literacy); Math Day Festival (rotating stations); Project Learn (integrated parent engagement strategy); and a youth talent show. Parent and family engagement events will leverage these programs and curriculum, creating opportunities for meaningful connection and learning that respond to the needs of students and families that were identified through the needs assessment process. For example, the Positive Action program described above supports social-emotional development. Within Positive Action, the Family Kit includes a manual of 42 lessons and colorful materials for parents to use at home. Family Classes and Parenting Classes Kits teach families and parents how to use the Family Kit at home in seven classes (for entire families or just parents). The Community Kit describes how to organize all parts of the community to support the school and families in developing a positive community for children and youth. The program will also use Love Notes, which was included in the U.S. Office of Adolescent Health's list of evidence-based programs directory for its effective intervention that supports healthy development and lifestyle choices. A 5-year, \$4.8 million study conducted by researchers at the Kent School of Social Work at the University of Louisville found that the program increased key outcomes for youth and families, including: an increase in abstinence; a decrease in premature sexual activity; and a reduction in the risk of experiencing pregnancy. The study included more than 1,400 students, including a majority of students from low-income households such as those targeted by this proposed 21st CCLC program. Through operating partnerships (see please see the Program Partners Table), BGCGA will also connect parents to continuing education and workforce development opportunities. For example, parents of students in the GREAT Futures Harlem 21st CCLC program will have access to employment tools and training, including connections to schools and education programs, occupation-specific skills and/or credentials, and information on financial assistance resources and scholarships. These offerings will be integrated into program communications (such as newsletters and emails), and monthly family engagement sessions for parents, guardians and other family members.

PROGRAM QUALITY & ASYD STANDARDS: CONTINUOUS IMPROVEMENT MODEL

BGCGA adheres to the quality standards in the Weikart Center's Youth Program Quality Assessment (YPQA) and the Georgia ASYD Quality Standards (which are very well aligned). YPQA helps out-of-school time (OST) systems build the safe, supportive, interactive, and engaging environments that are foundational to youth development through a continuous quality improvement model that uses an "assess, plan, do" model. BGCGA will assess using the YPQA, then train and address the areas identified in the assessment.

Building a safe environment is the first step to improving the quality of youth experiences. Ensuring that the environment also feels supportive is the second prerequisite for creating a space where young people feel empowered to learn and lead. Once a space is safe and supportive, making it as interactive and engaging as possible rounds out the kind of environment essential to young people's ability to develop skills and reach higher-order goals. The Weikart Center's YPQA harnesses the power of research-informed evidence and the experience of youth development practitioners in order to improve the quality of youth experiences in afterschool and summer programming through a comprehensive approach. The YPQA uses evidence-based materials and practices that BGCGA customizes and applies to the program to continuously improve program quality. These materials include data-driven tools to expert trainings that equip BGCGA staff with the positive youth development and SEL-informed resources required to create a culture of continuous improvement for staff and youth. The YPQA is also aligned to the Georgia ASYD Quality elements: programming and youth development; linkages to the school day; environment and climate; relationships; health and wellbeing; staffing and professional development; organizational practices; evaluation and outcomes; and family and community partnerships. In order to design research-informed program components for the 21st CCLC, BGCGA uses both frameworks to continuously assess and improve program quality. BGCGA has addressed all 9 Georgia ASYD quality elements throughout this application narrative.

Throughout the grant, ample training will be provided to BGCGA program staff, including maintaining a sufficient management structure in order to support delivery with fidelity. For example, Georgia ASYD Quality Standard 4, Relationships, emphasizes the importance of relationships between students and staff, which is prioritized through the staff training and professional development activities proposed. BGCGA proposes to implement a comprehensive youth development program, which has been shown to help students do better both in and out of the classroom. Research specific to the Boys & Girls Club Experience program model conducted by Boys & Girls Clubs of America has found that when young people at a Club have a high-quality experience (defined by members who feel physically and emotionally safe, receive support and

recognition from caring adults who set expectations for them, are provided opportunities to try new things, have fun, and feel a sense of belonging), their outcomes improve greatly in the areas of academic success, character and citizenship and healthy lifestyles. When youth participate in a program experience with these elements, they are more than 30% more likely to report refraining from drugs and alcohol and twice as likely to report strong social-emotional development (Boys & Girls Clubs of America's 2020 National Youth Outcomes Report).

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Goals

PROGRAM GOALS

Based on the collaborative need assessment and program design process, stakeholders established a defined set of agreed-upon academic and non-academic needs for students and families at Harlem Middle School that form the basis of this proposed GREAT Futures Harlem 21st Century Community Learning Center (21st CCLC) program.

- 1) Improve academic achievement
- 2) Increase knowledge of healthy lifestyle choices
- 3) Improve social, emotional, and life skills for positive youth development
- 4) Increase parental engagement/involvement in Students' Educational Process

Complete information on objectives, measurements, activities, and timeframes has been provided below.

VIRTUAL PROGRAMMING DELIVERY

BGCGA will partner with Harlem Middle School and the Columbia County School District to understand the mode of instruction that is most appropriate based on local conditions and classroom events. During inclement weather, the GREAT Futures 21st CCLC program will follow Columbia County School District safety precautions with regard to closures. In the event school closures are prolonged for spreading illness, natural disaster or other unforeseen reasons, BGCGA will activate a virtual programming model. BGCGA's Virtual Programming Model will ensure that youth still have access to the safe learning environments and caring, trusted adult mentors that they need. This Alternate Delivery Model Plan will be provided to the parents of all students through the standard orientation process and is included in the parent handbook distributed to families. Virtual programming will be delivered via the Zoom platform when necessary. BGCGA will also use the MyFuture digital youth development platform, as well as MyClubHub, email, and social media (Facebook and Instagram) to promote 21st CCLC activities to families and students.

SAFETY, CYBERSECURITY & STUDENT PRIVACY

Student safety, including online privacy, is a core value for BGCGA and all staff members, students, and parents receive written expectations on how this core value comports to online safety, including a zero-tolerance policy for cyberbullying. To ensure cyber safety and student privacy, BGCGA will utilize password protection features on Zoom links, as well as standard encryption of information. In addition, to build youth skills related to cyber safety during periods of Alternative Programming, BGCGA will utilize MyFuture Digital Literacy activities. This curriculum will help students increase technological literacy for students, including building skills in online safety as part of their foundational technology skills. Topics include privacy, digital consent and boundary violations, cyberbullying, and digital citizenship.

Program Name: GREAT Futures Harlem

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve Academic Achievement	1.1) Annually, 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in English Language Arts.	1.1) Student program attendance records; Georgia Milestones Assessment System (GMAS), student report card grades, BGCA academic curriculum/assessment results as identified in Program Goals details; IXL Learning Assessments, pre/post test results; teacher surveys	1.1.1) BGCA research-informed academic curriculum programs, including Power Hour and Project Learn	1.1.1) Daily throughout the school year
	1.2) Annually, 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state	1.2) Student program attendance records; Georgia Milestones Assessment System (GMAS), student report card grades, BGCA academic curriculum/assessment results as identified in Program Goals details;	1.1.2) Academic tutoring in English Language Arts	1.1.2) Daily throughout the school year
			1.1.3) IXL Learning online assessment and instruction, specific to English Language Arts	1.1.3) 2 times a week throughout the school year, specific to English Language Arts
			1.2.1) BGCA research-based	1.2.1) Daily throughout

	standards in Math. 1.3) Annually, 50% of regularly participating students will improve their grade in English Language Arts and/or maintain an “A” or “B” on their report card. 1.4) Annually, 50% of regularly participating students will improve their grade in Math and/or maintain an “A” or “B” on their report card.	IXL Learning Assessments, pre/post test results; teacher surveys 1.3) Student attendance records; report card grades and quarterly progress reports 1.4) Student attendance records; report card grades and quarterly progress reports	academic curriculum programs, including Power Hour and Project Learn 1.2.2) Academic tutoring in Math 1.2.3) IXL Learning online assessment and instruction, specific to Math 1.3.1) BGCA research-informed academic curriculum programs, including Power Hour and Project Learn 1.3.2) Academic tutoring in English Language Arts 1.3.3) IXL Learning online assessment and instruction, specific to English Language Arts 1.4.1) BGCA research-based academic curriculum programs, including Power Hour and Project Learn 1.4.2) Academic tutoring in Math 1.4.3) IXL Learning online assessment and instruction, specific to Math	the school year 1.2.2) Daily throughout the school year 1.2.3) 2 times a week throughout the school year, specific to Math 1.3.1) Daily throughout the school year 1.3.2) Daily throughout the school year 1.3.3) 2 times a week throughout the school year, specific to English Language Arts 1.4.1) Daily throughout the school year 1.4.2) Daily throughout the school year 1.4.3) 2 times a week throughout the school year, specific to Math
2) Increase Knowledge of Healthy Lifestyle Choices	2.1) Annually, 65% of regularly participating students will increase 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, Teacher & Afterschool staff observations & reports, program attendance records, youth self-	2.1.1) BGCA Research Based Wellness Curriculum Program 2.1.2) Triple Play, Mind Body & Soul Activities 2.1.3) Discussion	2.1.1) 2x weekly throughout the school year and summer 2.1.2) Weekly throughout the school year and

	<p>2.2) Annually, 65% of regularly participating students will increase their knowledge of avoidance of risk-taking behaviors.</p>	<p>reports, Discussion Groups.</p> <p>2.2) BGCA Research Based Culture of Wellness Curriculum Programs as identified and detailed in Program Goals Narrative, Pre/Post Tests, Teacher & Afterschool staff observations & reports, program attendance records, youth self-reports, Discussion Groups.</p>	<p>Groups</p> <p>2.2.1) BGCA Research Based Wellness Curriculum Program</p> <p>2.2.2) Triple Play, Mind Body & Soul Activities</p> <p>2.2.3) Discussion Groups</p>	<p>daily throughout the summer</p> <p>2.1.3) 3x weekly throughout the school year and summer</p> <p>2.2.1) 2x weekly throughout the school year and summer</p> <p>2.2.2) Weekly throughout the school year and daily throughout the summer</p> <p>2.2.3) 3x weekly throughout the school year and summer</p>
<p>3) Support Social-Emotional Learning through Positive Youth Development</p>	<p>3.1) Annually, 65% of regularly participating students will increase knowledge of conflict resolution techniques.</p> <p>3.2) Annually, 75% of regularly participating members will increase civic engagement as measured by attendance at regular community service projects which take place August-May.</p> <p>3.3) Annually, 65% of regularly participating students will increase their knowledge of avoidance of risk-taking behaviors.</p>	<p>3.1) Student program attendance records; teacher and afterschool staff observations and reports; student self-reports and survey data, youth discussion groups; etc.</p> <p>3.2) Student program attendance records; teacher and afterschool staff observations and reports; student self-reports and survey data; youth discussion groups</p> <p>3.3) Student program attendance records; teacher and afterschool staff observations and reports; student self-reports and survey data; youth discussion groups</p>	<p>3.1.1) Positive Action evidence-based curriculum</p> <p>3.1.2) BGCA evidence-based programming, including the SMART Curriculum Suite; Passport to Manhood; SMART Girls; and small-group mentoring</p> <p>3.2.1) Positive Action evidence-based curriculum</p> <p>3.2.2) BGCA evidence-based programming, including the SMART Curriculum Suite; Passport to Manhood; SMART Girls; and small-group mentoring</p> <p>3.2.3) Community Service Projects</p> <p>3.3.1) Positive Action</p>	<p>3.1.1) Twice a week for 30 minutes throughout the school year</p> <p>3.1.2) Twice a week for 30 minutes throughout the school year</p> <p>3.2.1) Twice a week for 30 minutes throughout the school year</p> <p>3.2.2) Once a week for 45 minutes throughout the school year</p> <p>3.2.3) Monthly, during the school year (August-May)</p> <p>3.3.1) Twice a week for</p>

			evidence-based curriculum 3.3.2) BGCA evidence-based programming, including the SMART Curriculum Suite; Passport to Manhood; SMART Girls; and small-group mentoring	30 minutes throughout the school year 3.3.2) Once a week for 45 minutes throughout the school year
4) Increase Parental Engagement/involvement in Students' Educational Process	4.1) Annually, 65% of regularly participating students will have a parent, guardian or family member participate in at least one family engagement activity offered monthly. 4.2) Annually, 50% of parents, guardians, or family members participating in a family engagement activity will increase their knowledge and skills to support the academic performance and/or overall wellbeing of their student.	4.1) Student program attendance records; sign-in sheets for parents/guardians at monthly family engagement activities; parent/guardian surveys; staff reporting 4.2) Student program attendance records; sign-in sheets for parents/guardians at monthly family engagement activities; parent/guardian surveys; staff reporting	4.1.1) Family Engagement Workshops, including topics such as: Grade Level Performance; Social-Emotional Development; Health and Wellness; Supporting Summer Learning; Parent Education & Career Support and/or referral services with program partners in the community; etc. 4.1.2) Parent Liaison contacts and visits 4.2.1) Family Engagement Workshops, including topics such as: Grade Level Performance; Social-Emotional Development; Health and Wellness; Supporting Summer Learning; Parent Education & Career Support and/or referral services with program partners in the community; etc. 4.2.2) Parent Liaison	4.1.1) Monthly and as needed throughout the program year 4.1.2) Weekly and as needed throughout the program year 4.2.1) Monthly and as needed throughout the program year 4.2.2) Weekly and as needed throughout the program year

			contacts and visits	
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To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the [BACK](#) button on the blue menu bar.

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

1) Improve Academic Achievement

VIRTUAL PROGRAMMING DELIVERY

BGCGA will partner with Harlem Middle School and the Columbia County School District to understand the mode of instruction that is most appropriate based on local conditions and classroom events. During inclement weather, the GREAT Futures 21st CCLC program will follow Columbia County School District safety precautions with regard to closures. In the event school closures are prolonged for spreading illness, natural disaster or other unforeseen reason, BGCGA will activate a virtual programming model. BGCGA's Virtual Programming Model will ensure that youth still have access to the safe learning environments and caring, trusted adult mentors that they need. This Alternate Delivery Model Plan will be provided to the parents of all students through the standard orientation process and is included in the parent handbook distributed to families. BGCGA will also use the MyFuture digital youth development platform, as well as MyClubHub, email, and social media (Facebook and Instagram) to promote 21st CCLC activities to families and students.

IMPROVING ACADEMIC ACHIEVEMENT

Virtual programming will be offered via BGCGA's Zoom platform, enabling the program to lead homework help, STEM activities, story time and other activities as designed. Teachers and student volunteers from Paine College will continue to tutor 21st CCLC students virtually, with the option for parents to schedule sessions online with the desired tutor. Teachers will reach out to parents once they receive a notification of an appointment. Teachers will use Zoom or Google Classroom to tutor Harlem Middle School students and provide instructional support with school assignments. Students in the program will be able to access their IXL Learning accounts virtually, with additional support to secure appropriate tech devices from BGCGA as appropriate and necessary.

SAFETY, CYBERSECURITY & STUDENT PRIVACY

Student safety, including online privacy, is a core value for BGCGA and all staff members, students, and parents receive written expectations on how this core value comports to online safety, including a zero-tolerance policy for cyberbullying. To ensure cyber safety and student privacy, BGCGA will utilize password protection features on Zoom links, as well as standard encryption of information. In addition, to build youth skills related to cyber safety during periods of Alternative Programming, BGCGA will utilize MyFuture Digital Literacy activities. This curriculum will help students increase technological literacy for students, including building skills in online safety as part of their foundational technology skills. Topics include privacy, digital consent and boundary violations, cyberbullying, and digital citizenship.

2) Increase Knowledge of Healthy Lifestyle Choices

VIRTUAL PROGRAMMING DELIVERY

BGCGA will partner with Harlem Middle School and the Columbia County School District to understand the mode of instruction that is most appropriate based on local conditions and classroom events. During inclement weather, the GREAT Futures 21st CCLC program will follow Columbia County School District safety precautions with regard to closures. In the event school closures are prolonged for spreading illness, natural disaster or other unforeseen reason, BGCGA will activate a virtual programming model. BGCGA's Virtual Programming Model will ensure that youth still have access to the safe learning environments and caring, trusted adult mentors that they need. This Alternate Delivery Model Plan will be provided to the parents of all students through the standard orientation process and is included in the parent handbook distributed to families. BGCGA will also use the MyFuture digital youth development platform, as well as MyClubHub, email, and social media (Facebook and Instagram) to promote 21st CCLC activities to families and students.

INCREASING KNOWLEDGE OF HEALTHY LIFESTYLES

Virtual programming will be offered via BGCGA's Zoom platform, enabling the program to lead activities like stretching, yoga, calisthenics, other forms of physical movement that are appropriate to the modality. Staff will also be able to deliver fun and engaging activities using the Triple Play program curriculum, which will provide students with health education and programming that promotes the importance of physical activity and proper nutrition.

SAFETY, CYBERSECURITY & STUDENT PRIVACY

Student safety, including online privacy, is a core value for BGCGA and all staff members, students, and parents receive written expectations on how this core value comports to online safety, including a zero-tolerance policy for cyberbullying. To ensure cyber safety and student privacy, BGCGA will utilize password protection features on Zoom links, as well as standard encryption of information. In addition, to build youth skills related to cyber safety during periods of Alternative Programming, BGCGA will utilize MyFuture Digital Literacy activities. This curriculum will help students increase technological literacy for students, including building skills in online safety as part of their foundational technology skills. Topics include privacy, digital consent and boundary violations, cyberbullying, and digital citizenship.

3) Support Social-Emotional Learning through Positive Youth Development

VIRTUAL PROGRAMMING DELIVERY

BGCGA will partner with Harlem Middle School and the Columbia County School District to understand the mode of instruction that is most appropriate based on local conditions and classroom events. During inclement weather, the GREAT Futures 21st CCLC program will follow Columbia County School District safety precautions with regard to closures. In the event school closures are prolonged for spreading illness, natural disaster or other unforeseen reason, BGCGA will activate a virtual programming model. BGCGA's Virtual Programming Model will ensure that youth still have access to the safe learning environments and caring, trusted adult mentors that they need. This Alternate Delivery Model Plan will be provided to the parents of all students through the standard orientation process and is included in the parent handbook distributed to families. BGCGA will also use the MyFuture digital youth development platform, as well as MyClubHub, email, and social media (Facebook and Instagram) to promote 21st CCLC activities to families and students.

SOCIAL-EMOTIONAL LEARNING

Virtual programming will be offered via BGCGA's Zoom platform, enabling the program to lead programming and curriculum without disruption. For example, staff will deliver sessions from the SMART Program Suite and Positive Action on the rotation schedule for students, utilizing the breakout rooms feature. Mentoring programming and student discussion groups (including engaging volunteers from the Columbia County Alphas) can also be delivered as designed through this modality if necessary.

SAFETY, CYBERSECURITY & STUDENT PRIVACY

Student safety, including online privacy, is a core value for BGCGA and all staff members, students, and parents receive written expectations on how this core value comports to online safety, including a zero-tolerance policy for cyberbullying. To ensure cyber safety and student privacy, BGCGA will utilize password protection features on Zoom links, as well as standard encryption of information. In addition, to build youth skills related to cyber safety during periods of Alternative Programming, BGCGA will utilize MyFuture Digital Literacy activities. This curriculum will help students increase technological literacy for students, including building skills in online safety as part of their foundational technology skills. Topics include privacy, digital consent and boundary violations, cyberbullying, and digital citizenship.

4) Increase Parental Engagement/involvement in Students' Educational Process

VIRTUAL PROGRAMMING DELIVERY

BGCGA will partner with Harlem Middle School and the Columbia County School District to understand the mode of instruction that is most appropriate based on local conditions and classroom events. During inclement weather, the GREAT Futures 21st CCLC program will follow Columbia County School District safety precautions with regard to closures. In the event school closures are prolonged for spreading illness, natural disaster or other unforeseen reason, BGCGA will activate a virtual programming model. BGCGA's Virtual Programming Model will ensure that youth still have access to the safe learning environments and caring, trusted adult mentors that they need. This Alternate Delivery Model Plan will be provided to the parents of all students through the standard orientation process and is included in the parent handbook distributed to families.

PARENT & FAMILY ENGAGEMENT

In the event that the need arises, parent and family engagement events can be hosted virtually via BGCGA's Zoom platform. Parent Coordinator activities (including emails, phone calls, and text messaging with parents on a weekly basis) will not be disrupted by this alternate delivery method. BGCGA will also use the MyFuture digital youth development platform, as well as MyClubHub, email, and social media (Facebook and Instagram) to promote 21st CCLC activities to families and students.

SAFETY, CYBERSECURITY & STUDENT PRIVACY

Student safety, including online privacy, is a core value for BGCGA and all staff members, students, and parents receive written expectations on how this core value comports to online safety, including a zero-tolerance policy for cyberbullying. To ensure cyber safety and student privacy, BGCGA will utilize password protection features on Zoom links, as well as standard encryption of information. In addition, to build youth skills related to cyber safety during periods of Alternative Programming, BGCGA will utilize MyFuture Digital Literacy activities. This curriculum will help students increase technological literacy for students, including building skills in online safety as part of their

foundational technology skills. Topics include privacy, digital consent and boundary violations, cyberbullying, and digital citizenship.

SAVE

Program Name: GREAT Futures Harlem

B. Quality Contact Time (5 Points)

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

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

SCHEDULE OF PROGRAM OPERATIONS

The GREAT Futures Harlem 21st CCLC 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, thus exceeding the 12-hour minimum requirement. During the summer, a 6-week Summer Enrichment program will be offered 9 a.m. to 2 p.m. Monday-Friday. The Summer Enrichment program will offer adapted program activities using a weekly thematic approach. A nutritious snack and dinner will be served to all program participants daily. During summer programming, students will receive breakfast (arrival time-dependent), lunch and an afternoon snack. To ensure consistent and dependable hours of operation that enable the program to support working parents, BGCGA has implemented an infectious disease (including COVID-19) safety protocol that will minimize potential exposure and/or associated site closures for mandatory periods of self-quarantine. BGCGA will work to continue updating COVID-19 safety policies and procedures in accordance with best practices to ensure the continued safety of all students and staff. Please see the attached Site Profile Forms and sample program schedules for the GREAT Futures Harlem 21st CCLC program.

VARIETY OF REGULAR PROGRAM ACTIVITIES FOR YOUTH

Following a snack and daily program community builder activity, all students will be placed into small groups by grade level and rotate through program areas. According to the Weikart Center for Youth Program Quality, a strong, welcoming community can help young people feel safe, a sense of belonging, and build their sense of self within the group, as well as creating an environment where learning and skill-building can better occur. Early in the program year, community builders focus on name games and basic introductions. As the program year progresses and students have spent more time together, Community Builders can go a step deeper, with emphasis on team-building, sharing, or deepening relationships.

The first rotation of every day is Power Hour. During Power Hour, students complete homework assignments, receiving assistance as needed from certified teachers and youth development professionals. Power Hour is aligned to the Georgia Standards of Excellence in mathematics and English language arts/literacy and designed to outline skills young people should be able to master by the end of each grade. Through Power Hour, youth extend their learning beyond the school day by participating in academic support (homework help); academic enrichment (fun, interactive high-yield learning activities); and academic remediation (individualized tutoring for those youth who need more intensive help with specific subjects or skills).

Following Power Hour each day, the GREAT Futures Harlem 21st CCLC program will offer a wide variety of interest-based programs and activities tailored to meet the needs and interests of students, incorporate student voice and choice, and support increased youth engagement, attendance, and overall program retention. Students may select to participate in a variety of program areas (i.e., STEAM vs. outdoor gardening project vs. dance). The grade-level small groups will be further divided based on student interest self-selection into specific activities. Students' interests and needs will be gathered using a variety of input methods including, informal activity interest polls, activity interest sign-up sheets, activity suggestion boxes and activity pulse checks (informal program satisfaction tools used by staff to monitor interests and needs). In addition, staff administer 2 annual program interest surveys to students and parents prior to the fall and spring programming sessions. From these multiple input methods, staff then incorporate content into daily activity lesson plans and/or design overall program components. For example, in the STEAM Education, Design & STEM Lab block of time on the weekly schedule, if it is found that students have a strong interest in robotics, staff might establish a robotics club and secure partner mentors from the high school and/or a local company such as engineers from the John Deere plant to help facilitate the robotics club program.

REGULAR PARENT & FAMILY ENGAGEMENT ACTIVITIES & SERVICES

BGCGA recognizes that research shows that family engagement in after-school can lead to increased family involvement in children's education and school, improved relationships between parents and children, and improved after-school programs. BGCGA implements a multi-pronged strategy to support increased family engagement. First, regular Family Engagement workshops and activities are held at least once per month (including but not limited to during program hours) for parents, guardians, and family members of participating students. These sessions will include topics such as: Grade Level Performance; Social-Emotional Development; Health and Wellness; Supporting Summer Learning; and Parent Education & Career Support. Staff take intentional steps to ensure that parents are aware and feel very welcome to participate in these activities including but not limited to: personally greeting parents, welcoming signage for parents, introducing themselves to parents, and engaging in authentic conversations starters that demonstrate compassion such as asking how their day is going, providing ongoing communication with parents - not just when an issue arises, and tailoring event content to parent interest and needs. In addition to this formal programming, a dedicated parent and family engagement through the Parent Coordinator's services will help families to support the academic performance and social-emotional development of their student, as well as provide adult education/workforce readiness opportunities and increase access to wraparound and referral services provided through the program's community partners.

Last but not least, BGCGA strives to integrate family engagement throughout all components of its programming, making it not just the Parent Coordinator position's responsibility, but the responsibility of every staff member in the program. In doing so, family engagement is a core principle of the BGCGA's positive youth development approach and program. Staff are provided training at orientation and ongoing throughout the program year to support best practices in family engagement. For example, training is provided on how staff can make an effort to understand and respect cultural differences, to be non-judgmental, and keep an open mind about all families. Program communications with families is constantly, using flyers, newsletters, phone calls, e-mails, welcome packets, instant messaging and social media platforms. Other staff training best practices include: staff are trained to ask families what they want and need and really listen to their answers. Staff address all issues or concerns that parents bring up no matter how small. Staff are also trained to nurture parents and focus on the family. Staff give them time to talk about themselves instead of only talking about their children. They meet the needs of the adult and not just the child.

(Word count is 1063)

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

Harlem Middle School

After School Program: [Harlem Middle School_as_program_97_196.pdf](#)

Summer Program: [Harlem Middle School_sb_program_97_196.pdf](#)

21st CCLC SITE PROFILE FORM (2024-2025)

21st CCLC Site Name	Harlem Middle School	County	Columbia
Physical Address	424 Hawes Branch Pkwy		
City	Harlem	Zip Code	30814
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School	After School	Student data is from Funding Request Worksheet
After School 6-8	After School	65	
Weekends/Holidays	Weekends/Holidays		
Summer 6-8	Summer	65	
Enrichment Student to Staff Ratio		Academic Student to Staff Ratio	
1:15		1:10	
SITE CONTACT INFORMATION			
Site Contact Name	Chantay Griffin	Phone (706) 951-0557	Email griffin.chantay@gmail.com
Regular School Year Program for Students			

AFTER SCHOOL PROGRAM Site Schedule					
After School Program Start Date	08/05/2024				
After School Program End Date	05/23/2025				
Total # Days After School	180				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	3:15 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	6:15 PM
					Total Weekly Hours After School
					15.00 of 15.00 hours
Summer Programs for Students					

Summer Site Schedule for Typical Week					
Summer Program Start Date	06/02/2025				
Summer Program End Date	07/18/2025				
Total # Days Summer Program	35				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM
Service End Time (e.g., 4:00 PM)	2:00 PM	2:00 PM	2:00 PM	2:00 PM	2:00 PM
					Total Summer Hours per Week
					25.00 of 25.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)					

Adult Education Site Program Schedule					
Dates Site Open (Adults)					
Dates Site Closed (Adults)					
Total # Days	0				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)					
Service End Time (e.g., 8:00 PM)					
					Total Adult Hours per Week
					0.00

Program Name: GREAT Futures Harlem

C. Recruitment and Retention (6 Points)

In this section, describe in detail the criteria for selecting 21st CCLC students. Describe the process and specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve long term (i.e., at least 30 days or 90 hours) participation. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

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

The GREAT Futures Harlem 21st CCLC Program proposes to serve 65 unduplicated Harlem Middle School students in the afterschool program (including 5 students with a disability) and 65 students during the summer (including 8 students with a disability). BGCGA will implement a multi-faceted recruitment plan to support recruitment of students who can benefit most from the program's offerings. Student recruitment will include direct outreach to parents and referrals from regular school-day staff through regular meetings and communication on student needs and opportunities with the 21st CCLC Program Director. BGCGA will partner with Harlem Middle School personnel and families to identify students who meet at least one of the following criteria: not proficient in ELA and/or Math; identified as chronically absent; discipline challenges (as evidenced by disciplinary incidents, including ISS and OSS); social-emotional needs; low-income, and/or eligible for free and reduced-price school lunch. Student performance on progress and report card grades, iReady assessments and the previous year's GMAS will be used to support identifying students. This target population directly aligns with Harlem Middle School's School Improvement Plan primary goals to ensure that 1) 65% of all students will be performing on or above grade level based on the reading i-Ready end-of-year diagnostic; and 2) 55% of all students will be performing on or above grade level based on the math i-Ready end of year diagnostic (Harlem Middle School School Improvement Plan 2023-24).

The guidance counselors at Harlem Middle School, Catherine Stapleton and Quinn Nguyen, as well as the Columbia County School District's Bilingual Family Liaison, will serve as referral sources and advocates to obtain teacher referrals as well as encourage parents to enroll referred students. The 21st CCLC program will accept Harlem Middle School students on a first come, first served basis with priority given to students with academic challenges (i.e., not meeting state standards, etc.) These identified needs directly align with and support the Columbia County School District's 2022-2027 Strategic Plan: Enhancing academic supports; increasing understanding and mastery of curriculum, maximizing family and community involvement, nurturing strong relationships in a supportive environment, supporting the overall health of students, and ensuring a safe learning environment.

In addition to the targeted direct outreach for students referred to the program by school personnel, BGCGA will work to ensure that as many families as possible are aware of the GREAT Futures Harlem 21st CCLC program to provide multiple opportunities for families to receive positive, reinforcing messages on the benefits of program enrollment. BGCGA will disseminate information at school registration and place recruitment flyers strategically throughout the community to reach low-income, high-need students and families. This includes events like Columbia County School District's annual ESOL (English for Speakers of Other Languages) Parent Night and Community Resource Fair. In addition, BGCGA will distribute program information to the broader community through our partner organizations such as Columbia County Care Food Pantry; Golden Harvest Food Pantry; Augusta University; library branches; Salvation Army Ray & Joan Kroc Corps Community Center; religious organizations; the Harlem Public Housing Authority; Georgia Hispanic Chamber of Commerce; Augusta Tech - Continuing Education Department; Harrisburg Family HealthCare; Serenity Behavioral Health System; and other social agencies that provide services to families. At Harlem Middle School functions, BGCGA staff will recruit students by participating as guest speakers, classroom helpers, field day volunteers, and/or awards day and assembly guests to build relationships with students, teachers and other administrators. In addition, BGCGA will deploy practical strategies that have been proven effective for engaging the target population of middle school students, such as recruiting them in pairs or groups and using students as peer recruiters (Jones, 2008).

Research demonstrates regular program attendance leads to greater positive outcomes for students (Kremer, 2015). Regular participation is defined as students who attend the GREAT Futures Harlem program 30 or more days during the year. The GREAT Futures Harlem 21st CCLC will work to retain students to and beyond the 30-day regular attendee threshold using a variety of proven effective retention strategies including high-quality staff, interest-based programming, and positive

youth development best practices.

The findings of a National Study conducted by the National Partnership for Quality Afterschool Learning, states that one of the most important components of afterschool programs in determining student success is the availability of positive role models and adult figures. Student retention is directly connected to hiring and retaining high-quality staff that can build strong relationships with students. BGCGA implements best practices in staff hiring and ongoing professional development to ensure high-quality staff that support student retention.

Student retention is also supported by offering a diverse set of activities that authentically align with the interests of students at Harlem Middle School implemented by well-trained, caring program staff who engage students deeply and build strong relationships. As mentioned earlier, BGCGA has an established process for gathering and incorporating student interests and needs into the design and delivery of program offerings.

Additional positive youth development best practices that support student retention include: addressing individualized barriers to participation (e.g., transportation resulting from a family relocation or changing dynamics in the home) as soon as they arise; setting participation and attendance goals and providing meaningful recognition and incentives for students who reach those levels; celebrating and thanking youth for attending frequently; making sure students feel welcome and that their regular attendance is noticed; and monitoring attendance closely and reaching out via phone, text messaging, or in-person when student absences are noticed.

To help reduce barriers to access, transportation services will be provided to students and families as needed. Transportation will be provided by the program using a fleet of buses contracted from the Columbia County School District and bus drivers paid for by BGCGA through the 21st CCLC program. All Columbia County School District transportation safety policies and procedures will be applied and followed. BGCGA is working to secure bus fleet usage as an in-kind contribution from the Columbia County School District. In the event that is not possible, BGCGA will contribute required funding from non 21st CCLC funding sources in order to cover the expenses. BGCGA contracts with other area school districts through a similar operating model, paying an average rate of \$20/hour, which aligns with the standard IRS mileage rate. Columbia County Community Connections, a program partner, has already indicated a willingness to support any program transportation needs that arise through an expanded, additional contribution to the program of \$18,750 for transportation (costs estimated at 5,000 miles at \$3.75 per mile) if necessary.

(Word count is 1066)

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Program Name: GREAT Futures Harlem

D. Staffing and Professional Development (6 Points)

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

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

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

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

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

BGCGA programs are led by caring, professional staff and volunteers who strive to build positive

relationships with every child, instilling a sense of belonging and providing opportunities to develop social and emotional skills.

The BGCGA GREAT Futures Harlem 21st CCLC program will recruit and hire qualified staff for the afterschool and summer program and key administrative and program positions as follows:

- CEO - management - Kim Evans (provided in-kind to program)
- Executive Vice President of Finance & Operations - management - Bridgett Carrington (provided in-kind to program)
- Operations Director - management - Carlos Daniels (provided in-kind to program)
- Program Director - Dr. Shaniquia Stanley
- Site Coordinator -Chantay Griffin
- 2 Lead Teachers
- 5 Enrichment Staff
- Parent Coordinator
- Outcomes & Data Analyst
- Staff Accountant

CEO (PROVIDED IN-KIND TO PROGRAM)

Mrs. Kim Evans serves as the Chief Executive Officer (CEO) of BGCGA, reporting to the BGCGA Board of Directors. Mrs. Evans holds a Bachelor of Science degree in Accounting from Clemson University, joining the organization in 2008 first as CFO following a career in Accounting and Finance for multiple companies. Since 2014, Mrs. Evans has served as CEO of BGCGA. 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 2018, Mrs. Evans was invited by Boys & Girls Clubs of America's President and CEO to join their national President's Advisory Committee. Since 2010, Mrs. Evans has overseen BGCGA's successful management and implementation of 12 total 21st Century Community Learning Center grants from the Georgia Department of Education, totaling more than \$12.6 million in grant funding. For the proposed 21st CCLC grant program, Mrs. Evans will ensure the GREAT Futures Harlem 21st CCLC Advisory Council is developed and maintained; oversee progress of the GREAT Futures Harlem program goals and objectives; ensure performance outcome measures are achieved; and together with the Program Director will ensure the evaluation plan is completed. This is a full-time position, provided in-kind to the program with no costs associated with the CEO role included in the program budget.

EVP, FINANCE & OPERATIONS (PROVIDED IN-KIND TO PROGRAM)

Mrs. Bridgett Carrington serves as BGCGA EVP, Finance & Operations. The EVP, Finance & Operations reports to the CEO. Mrs. Carrington received a Bachelor's degree in Business Administration and Accounting from Augusta University. She also holds an 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 EVP, Finance & Operations. As EVP, Finance & Operations, she manages all financial, human resource, operation and IT functions for the organization and oversees a team of eleven. 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 Central Savannah River Area. Mrs. Carrington's financial management has resulted in superior internal controls and stellar organizational transparency, as well as increased operational efficiencies. BGCGA is subject to the most rigorous A133 Single Program Audit. The Club has always received an unqualified audit. Mrs. Carrington also has extensive experience managing 21st Century Community Learning Center grant funding, as well as other grant awards that include funds from the Georgia Department of Human Services (DHS), U.S. Department of Human & Human Services Personal Responsibility Education Program (PREP), Carol M. White Physical Education Program (PEP), U.S. Department of Justice Office of Juvenile Prevention, and Child and Adult Care Food Program (CACFP) Building Opportunities in Out-of-School Time (BOOST) Grant Program. For the proposed 21st CCLC GREAT Futures Harlem 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 BGCGA GREAT Futures Harlem Advisory Council and the Board of Directors, the GREAT Futures Harlem program is both accountable for all deliverables and transparent in operations. This is a full-time position provided in-kind to the program with no costs associated with the EVP, Finance & Operations role included in the program budget.

OPERATIONS DIRECTOR (PROVIDED IN-KIND TO PROGRAM)

Carlos Daniels serves as BGCGA Operations Director, reporting to the EVP of Finance & Operations, Mr. Daniels holds a Bachelor of Science degree from the University of Southern Mississippi and his professional experience is in program operations. This includes six years serving

as the Vice President of Operations at the Boys & Girls Clubs of Southeast Louisiana and a decade as the Director of Operations at the Boys & Girls Club of Greater Baton Rouge. For the proposed 21st CCLC GREAT Futures Harlem program, Mr. Daniels will be responsible for overseeing administration, supervision and grants management functions. On a day to day basis, this includes establishing and enforcing policies, ensuring requirements are met, serving as liaison among local and state partners, coordination with the Columbia County School District, being responsible for handbook development, facilitating the Advisory Council, coordinating with the local evaluator, ensuring all data collection and entry, and overall program quality monitoring. This is a full-time position, provided in-kind to the program with no costs associated with the Operations Director role included in the program budget.

VP, IMPACT & OUTCOMES

As VP, Impact & Outcomes, Dr. Shaniquia Stanley serves as the 21st CCLC Program Director. The 21st CCLC Program Director reports to the EVP of Finance & Operations. Dr. Stanley joined the BGCGA team in September of 2021 after serving as a principal in New York City public schools for nearly 20 years, including significant time working within Title I schools similar to the targeted school by this 21st CCLC grant program. She holds a Master's degree in Elementary Education and Teaching from Fordham University, a Master's degree in Educational Leadership from Bank Street College of Education, and a PhD in Educational Administration and Supervision from Fordham University. She also holds a Georgia Education Leadership Certificate Tier II (FLD710) and a Georgia Teaching Certificate Birth through Five and Elementary Education from the Georgia Professional Standards Commission. Her experience includes curriculum design, instructional coaching, curriculum mapping, data-driven strategies to improve academic performance, pedagogical improvement networks, and teacher training and professional development. For the proposed GREAT Futures Harlem 21st CCLC program, Dr. Stanley will serve as Program Director and will oversee the comprehensive program, with emphasis on the delivery of academic components to students. This includes working with Lead Teachers to build lesson plans, monitoring student progress, coordinating with the Columbia County School District, and weekly meetings with Certified Teachers to discuss student needs and strategize on solutions. As Program Director, Dr. Stanley will serve as the primary contact for GADOE and administer the program. This is a full time position, with approximately 10% of her time spent on the GREAT Futures Harlem 21st CCLC program.

SITE COORDINATOR

Chantay Griffin will serve as the Site Coordinator at Harlem Middle School. This is a full-time position, with 40 hours a week spent on the GREAT Futures Harlem 21st CCLC program. The 21CCLC Site Coordinator reports to the Program Director. A native of Harlem, Ms. Griffin graduated from Harlem High School and went on to obtain her Associates of Arts Degree in Education from the University of Phoenix. She is currently enrolled at Western Governors University completing her Bachelor of Science in Elementary Education. Ms. Griffin has extensive experience as a preschool teacher, including implementing developmentally appropriate curriculum that addresses all learning styles, providing one-on-one instruction to students, and supervising students in the classroom. As Site Coordinator, Ms. Griffin will assign tasks and activities to the Enrichment Staff and Lead Teachers. The Site Coordinator is also 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 Site Coordinator will measure family engagement success through attendance of family engagement events, parent/caregiver surveys, assessments, observations, and evaluations. Site Coordinators must have a minimum 2 years post- secondary education, a minimum of 2 years grant management and budget management experience and a Bachelor's Degree is preferred.

LEAD TEACHERS (2)

BGCGA will employ 2 Lead Teachers to support the academic components of the GREAT Futures Harlem 21CCLC program. The Lead Teachers will report to the Program Director, Dr. Stanley, meeting weekly to review student academic data, assess continuity with the school day, and monitor student progress toward state standard. Every day, they will lead academic content, including the Power Hour program, and deliver remediation instruction and develop individual learning plans in coordination with school day teachers for a total of 15 instructional hours per week. Teachers will be paired with a volunteer tutor from Paine College, working with a maximum of 10 students at a time to maintain a 1:10 staff to student ratio for academic instruction components of the program, while a total of 5 youth development professional enrichment staff will work with a maximum of 15 students each to maintain a 1:15 staff to student ratio for enrichment components. As needed, they will also provide specialized lessons in subjects of ELA, Math, Social Studies and Science based on student needs throughout the school year. Lead Teachers receive five hours of planning time each week to help prepare for service delivery. Qualifications include a bachelor's degree, Georgia teaching certificate from the Georgia Professional Standards Commission, and a minimum of one year of teaching experience. These positions are part-time, working approximately 20 hours per week on the GREAT Futures Harlem 21CCLC program.

ENRICHMENT STAFF/ YOUTH DEVELOPMENT PROFESSIONALS (5)

The GREAT Futures Harlem 21CCLC program will hire 5 Enrichment Staff/ Youth Development

Professionals. The Enrichment Staff report to the Site Coordinator, Ms. Griffin. The Enrichment Staff will work directly with youth, leading activities and programming grounded in positive youth development principles. The minimum requirements for the position include experience working with children, knowledge of youth development, and the demonstrated skills and abilities to plan/implement quality programs, motivate youth, positively manage behavior problems, and supervise students in a safe environment. Valid CPR and First Aid certifications from an accredited source are mandatory. These positions are part-time, working approximately 25 hours per week on the GREAT Futures Harlem 21CCLC program year-round.

PARENT COORDINATOR

The Parent Coordinator will report to the Site Coordinator, Ms. Griffin. The Parent Coordinator is responsible for leading parent and family engagement, helping families to support the academic performance and social-emotional development of their student, as well as providing adult education/workforce readiness opportunities and increasing access to wraparound and referral services provided through the program's community partners. They coordinate across all program staff to incorporate family engagement activities into daily programming and increase home, school, program communications. They plan and implement the monthly Parent & Family Engagement activities and maintain regular communication with parents and guardians, including through email, paper notes sent home with students, and phone (including calling and texting). This is a part-time position, with approximately 20 hours per week spent on the GREAT Futures Harlem 21CCLC program year-round.

OUTCOMES & DATA ANALYST

The Outcomes & Data Analyst reports to the Program Director and oversees BGCGA's 21st CCLC data and program impact. They maintain up-to-date research on curriculum and give feedback to the Program Director. The Outcomes & Data Analyst assists as needed with aligning materials to the Georgia Common Core Standards and developing lessons for students with IEPs. This position will also collect, enter, analyze and process all required 21st CCLC data for the Cayen system. Because BGCGA tracks all program participation data using a web-based membership tracking system, MyClubHub, this role will also be responsible for ensuring that all data is duplicated into the Georgia Department of Education Cayen system. The Outcomes & Data Analyst facilitates secure data transfer for the independent evaluator. The minimum requirements include a minimum of 3 years of experience working with youth development programs and working with youth data to measure outcomes. This is a full time position, with approximately 10% of her time spent on the GREAT Futures Harlem 21st CCLC program.

STAFF ACCOUNTANT

The Staff Accountant reports to the BGCGA EVP, Finance & Operations and assists with the day-to-day financial management associated with BGCGA's 21st CCLC programs. They will track expenses according to budget categories, process invoices and payments related to grant activities, assist with audits and compliance checks, train and educate program staff on grant financial policies and procedures, and maintain detailed records and documentation for all grant financial transactions. The minimum requirements include a Bachelor's degree in accounting or a related field or a minimum of 2-5 years of relevant work experience in accounting, bookkeeping, finance, or grants management. This is a part-time position, with approximately 15% of their time spent on the GREAT Futures Harlem 21st CCLC program.

STAFF RECRUITMENT & HIRING

BGCGA accepts referrals for staff from school personnel and has policies and procedures in place to ensure that all staff recruitment efforts are equitable and do not discriminate. At Harlem Middle School, Principal Bush has agreed to partner with the Program Director to identify school day teachers who would be a good fit for the GREAT Futures Harlem 21st CCL program. BGCGA maintains a rigorous applicant screening and interview process conducted by BGCGA leadership. All applicants must provide a picture ID, social security number, telephone number, address, training history, employment history, education, and references, and agree to have a background check completed annually. Personnel information is checked against national and state criminal databases and the national sex offender databases through First Advantage, FBI, and the Georgia Department of Human Services' Georgia Applicant Processing Systems. All current staff members comply with the Official Code of Georgia Annotated (O.C.G.A.) 49-5-110 et. seq. which requires a criminal background check to ensure that potential employees have not been convicted of crimes that would invalidate their acceptability for employment. This information is securely stored in employee files. Anyone seeking employment is given a copy of their job description where this requirement is clearly stated. No person is ever hired to work directly with children prior to completing this process. Results from background checks are reviewed against a written criterion for past arrests during the last seven years, and any convictions (no matter when it occurred). Any information regarding a conviction will not necessarily constitute termination and/or non-hire, but will be reviewed in light of surrounding circumstances, including seriousness and nature of the violation, rehabilitation, and relationship to employment and federal statutory requirements. In the event a background check and evaluation of findings results are questionable, the applicant is ineligible for employment. All background checks are aligned with the school district's policies as well. All staff will meet the minimum age requirement of 18 years and have at least a high school diploma. After hire, all 21st

CCLC staff, all contractors and all volunteers, must have a national criminal background check performed annually. Any findings on background screenings are rigorously evaluated based on a non-subjective criterion to determine the fitness for employment. Results from background checks remain in secure employee files. All employees are also required to pass a drug screen.

BGCGA recruitment and selection practices include multiple factors, such as education, interpersonal skills, and abilities. Research suggests that while education and experience are important criteria to consider when hiring staff, personal characteristics such as the ability to connect with youth are equally, if not more, important for achieving positive outcomes with youth. Efforts will be made to recruit staff directly from the community to be served, ensuring that staff are representative of the community and familiar with challenges facing local youth. BGCGA also implements best practices in attracting and retaining staff including compensation, professional development and a coaching environment. Research on staff compensation suggests that adequate pay and benefits can help attract and retain qualified staff to support high-quality after-school programming (Wechsler et al., 2001). Additionally, it is important for after-school programs to provide sufficient staff development to enhance staff skills and maximize their expertise relevant to their roles (Crollick et al., 2005). A detailed description of professional development activities is provided below in the corresponding section. Staff salaries and benefits are consistent with similar programs in the area and appropriate to the qualifications.

STAFF EVALUATION, ONGOING PROFESSIONAL DEVELOPMENT & TRAINING

BGCGA utilizes a comprehensive approach to ensuring high-quality, high-functioning staff, with clear expectations and accountability for performance. In the GREAT Futures Harlem 21st CCLC program, this approach will ensure staff are empowered to help students achieve academic growth through consistent, high-quality programming rooted in positive youth development. This approach includes but is not limited to intentionality and planning around hiring and onboarding, regular staff meetings, professional development, and staff evaluation.

For example, upon hire, all staff receive a minimum of 8 hours of pre-service training before providing any services to youth. Through a formal onboarding program, staff learn shared values, norms, and practices, as well as work with their supervisor to establish clear expectations for performance goals. The first 90 days of employment for new employees is considered an introductory or probationary period. The probationary period provides a new employee the opportunity to become familiar and acquainted with the Club. During this time, a new employee's work hours, skills, and general work performance will be evaluated. New employees will be evaluated at or near the end of the probationary period. An evaluation will be made of a new employee at or near the end of the probationary period. Staff evaluation is completed through a standardized instrument that incorporates feedback from both the employee and the supervisor, ensuring accountability to clear, established performance expectations. Staff evaluation occurs regularly to promote academic growth and program consistency. Ongoing coaching and development between supervisors and direct reports is a standard practice of the organization, in addition to more formal review processes that are standardized across the organization.

BGCGA staff participate in an average of 40 hours of ongoing training and professional development throughout the year, with approximately 50% of this learning happening in person and 50% happening virtually on the Spillett Leadership University training platform. For example, BGCGA regularly attends the 21st CCLC Summer Institute, annual state meetings, A+ trainings, and other professional development opportunities hosted through Beyond the Bell and the Afterschool Alliance. Funds have been included in the program budget to prioritize ongoing learning and development for program staff (please see Program Budget for detailed information). Throughout the duration of the year, BGCGA also deploys the David P. Weikart Center for Youth Program Quality's Continuous Quality Improvement (CQI) model, including associated training and learning opportunities for program staff. Spillett Leadership University is a Boys & Girls Clubs of America comprehensive virtual training site. This professional development platform provides meaningful, online, blended, and face-to-face continuous learning for full-time and part-time staff. Trainings cover a comprehensive array of topics and core competencies, including compliance, soft skills, positive youth development, positive discipline, Department of Education You 4 Youth courses (e.g., Literacy, Math, Science, Art, Technology, Homework), and trauma-informed care. BGCGA has developed a strong relationship with Harlem Middle School and school staff will also be invited to attend, participate, and share during professional development trainings.

PROGRAM VOLUNTEERS

BGCGA will leverage its Volunteer Coordinator, whose responsibilities are to recruit, screen, train, and place volunteers (including college students and seniors) in 21st CCLC programs. Volunteer Coordinators must have a high school diploma, at minimum. The BGCGA volunteer program is funded with non-21st CCLC funds. Last year, BGCGA had over 250 community volunteers providing 3,428 hours of service. Program 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. For example, college student volunteers from Paine College will provide tutoring and enrichment for students in all academic areas as described above, contributing to a lower staff-to-student ratio for academic programming. Volunteers from Columbia

County Alphas (Alpha Phi Alpha Fraternity, Inc.- Tau Epsilon Lambda Chapter; a fraternal organization for Black men) and Research Rescue will also provide volunteer mentors for ongoing weekly mentoring services and gender-based programming within the program. Groups of volunteers have participated in various improvement projects at the clubs, as well as introducing the children to the arts or a particular occupation.

BGCGA has developed a volunteer recruitment and retention plan. Volunteers are recruited from the community through a variety of strategies, including building relationships and partnerships with local businesses, colleges, and corporations; attending agency and community fairs; and utilizing social media channels and mass media (PSAs on radio, TV, and print media). Volunteer retention starts from day one and from the initial contact, the Volunteer Coordinator keeps communications open through a set follow-up plan that maximizes engagement. 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. Assignments are made and hours are tracked using an online volunteer registration and tracking system. Please note that per BGCGA policy, all volunteers are required to have an annual background check. BGCGA policies and procedures specify the same barrier crimes for volunteers that pertain to employees. Any potential volunteers not meeting the BGCGA fitness determination will not be allowed to volunteer in the program. (See previous STAFF RECRUITMENT & HIRING section for additional details, which outline the process that will be used for both staff and volunteers regarding background checks).

(Word count is 3682)

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_97_317713.pdf](#)

Partners Table

Program Name: GREAT Futures Harlem

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Augusta Locally Grown	CBO	Wrap-around Services	\$0.00	Healthy Lifestyles - Augusta Locally Grown will support 21CCLC members/families with food insecurity as well as provide healthy food resources and nutrition education.
Augusta Technical College - Continuing Education	CU	Wrap-around Services	\$30,000.00	Parent/Family Engagement: Programming and continued education and career development opportunities.
Columbia County Alphas	CBO	Volunteers/staffing	\$21,000.00	Mentoring & Character Education - The Alphas will provide a weekly mentoring session where they provide on-going mentoring services with the 21CCLC members (approximately 420 hours, valued at \$50/hour).
Columbia County Community Connections	CBO	Volunteers/staffing	\$15,000.00	Academic Success & Mentoring - Community Connections will provide weekly mentoring and tutoring for the 21CCLC members (approximately 300 hours, valued at \$50/hour). They will also provide assistance programs to the parents of the 21CCLC members.
Columbia County School District	SD	In-kind facilities	\$47,000.00	Program Facilities - This will ensure the 21CCLC program has adequate assigned classroom space, use of STEM lab, outdoor recreational facilities, etc.

Georgia Hispanic Chamber of Commerce	CBO	Wrap-around Services	\$0.00	Parent/Family Engagement: Programming and continued education and career development opportunities.
Harlem Middle School	SD	In-kind	\$0.00	21CCLC Program - Serve as a partner in the 21st Century Community Learning Centers Grant application submitted by BGCGA, including in-kind facilities, Advisory Council, data-sharing, parent/family engagement, transportation, evaluation, etc.
Harrisburg Family Healthcare	HBO	Wrap-around Services	\$6,305.00	Healthy Lifestyles- They will support health and wellness by providing free, quality healthcare services as needed including vision, dental and hearing screenings. Services are valued at \$97 per student.
Paine College	CU	Volunteers/staffing	\$9,936.00	Academic Success - Paine College will provide 3 tutors weekly, who will provide tutoring and enrichment in all academic areas. Each tutor's services are estimated at 2 hours daily, 3 days a week (approximately 828 hours, estimated value of \$12/hour).
Research Rescue, Inc.	FPO	Volunteers/staffing	\$10,500.00	Mentoring & Character Education - Research Rescue will provide weekly gender-based mentoring sessions where they provide on-going mentoring services with the 21CCLC members (approximately 210 hours, valued at \$50/hour).
Serenity Behavioral Health System	HBO	Wrap-around Services	\$0.00	Healthy Lifestyles & Social-Emotional Development - They will provide social-emotional development and clinical support services for students experiencing trauma, including referrals.

Program Name: GREAT Futures Harlem

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.

BGCGA has an excellent track record for leveraging an Advisory Council to support monitoring and continuous quality improvement of the program. Upon notice of grant award, the BGCGA 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 Columbia County School district, Harlem Middle School, parents, students, and the community at large. GREAT Futures Harlem program Advisory Council will consist of representatives from Harlem Middle School

personnel, district staff, community partners, parents, students, and other key individuals. Columbia County School district 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 such as Columbia County Community Connections. To address positive social emotional development, the Advisory Council will include partners such as United Way of the CSRA, Columbia County Citizen Scholarship Fund, Columbia County Care Food Pantry, Attic Treasures Thrift Shop, Rotary Club of Martinez-Evans, Golden Harvest Food Bank, among others. Finally, to assist with parent and family engagement, the Advisory Council will include partners that can help with ongoing education and career development, such as the Augusta Tech - Continuing Education Department and the Georgia Hispanic Chamber of Commerce (for more details, please see attached partnership MOAs).

The Advisory Council will meet twice annually and will report to BGCGA's Board of Directors on an annual basis. Additional meetings will be scheduled as needed. The Advisory Council will set policy, monitor progress towards goals, and develop a sustainability plan. Attendance will be recorded and validated through sign-in sheets. A secretary will be selected to take and distribute minutes. Minutes will be distributed to the Advisory Council and BGCGA Board of Directors, as well as kept on file. They will also assist with other program needs to engage the broader community as needed. For example, the Advisory Council will assist the Program Director in the dissemination of important news and events to the community, ensuring that a diverse group of people are engaged and aware of the program.

BGCGA has a long history of successfully establishing community partnerships. These partnerships have effectively helped sustain the organization for over 70 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 the sustainability of the organization. In-kind contributions and cash disbursements will be monitored by the Program Director and Finance Director using BGCGA internal control policies. BGCGA has identified 11 partners for the GREAT Futures Harlem Middle School program. For example, the Columbia County Alphas (Alpha Phi Alpha Fraternity, Inc.- Tau Epsilon Lambda Chapter; a fraternal organization for Black men) will provide volunteer mentors for ongoing weekly mentoring services within the program. Please see the Program Partners Table and MOAs for additional information on other partners in addition to the Columbia County Alphas and Boys & Girls Clubs of Greater Augusta, including: Columbia County Community Connections, Columbia County School District, Harlem Middle School, Augusta Locally Grown, Harrisburg Family Healthcare, Serenity Behavioral Health System, Augusta Tech - Continuing Education Department, Research Resue, Paine College, and the Georgia Hispanic Chamber of Commerce (please see attached Partner MOAs and the Program Partners Table for additional information, including the monetary value of partner contributions).

The GREAT Futures Harlem 21st CCLC program will provide a daily nutritious snack and dinner (during the afterschool program) to all program participants using the Georgia Bright from the Start After School Snack Program and USDA Summer Food Program for breakfast (arrival time-dependent), lunch and snack during the Summer Camp program. After-school snacks will be distributed to every student who attends the program. BGCGA 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. BGCGA is monitored by Bright from the Start regularly for compliance. BGCGA also partners with local companies including WalMart and the local food bank to provide donated snacks for days not eligible for reimbursement through the USDA program.

(Word count is 716)

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_97_76.pdf](#)

Augusta Technical College - Continuing Education

MOA: [Augusta Technical College - Continuing Education_moa_97_354.pdf](#)

Columbia County Alphas

MOA: [Columbia County Alphas_moa_97_75.pdf](#)

Columbia County Community Connections

MOA: [Columbia County Community Connections_moa_97_72.pdf](#)

Columbia County School District

MOA: [Columbia County School District_moa_97_73.pdf](#)

Georgia Hispanic Chamber of Commerce

MOA: [Georgia Hispanic Chamber of Commerce_moa_97_379.pdf](#)

Harlem Middle School

MOA: [Harlem Middle School_moa_97_74.pdf](#)

Harrisburg Family Healthcare

MOA: [Harrisburg Family Healthcare_moa_97_78.pdf](#)

Paine College

MOA: [Paine College_moa_97_77.pdf](#)

Research Rescue, Inc.

MOA: [Research Rescue, Inc._moa_97_641.pdf](#)

Serenity Behavioral Health System

MOA: [Serenity Behavioral Health System_moa_97_79.pdf](#)

Columbia County Public Schools

MOA: [Columbia County Public Schools_moa_97_43.pdf](#)

Harlem Middle School

MOA: [Harlem Middle School_moa_97_62.pdf](#)

Program Name: GREAT Futures Harlem

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 WITH HARLEM MIDDLE SCHOOL STAFF & ADMINISTRATORS

BGCGA will ensure frequent, consistent, collaborative communication with the Harlem Middle School teachers, administrators and Principal John Bush regarding the GREAT Futures Harlem 21st CCLC program throughout the duration of the grant period. The Site Coordinator and the Principal will meet at a minimum every month and include other school staff as necessary based on program and student needs. Both the Principal as well as the Parent Coordinator will be regularly engaged and asked to share information about the program with other Harlem teachers and administrators as needed. By partnering with the Parent Coordinator, the 21st CCLC Site Coordinator will better understand specific teacher expectations at Harlem Middle School and the individualized needs of students in the program. Monthly, the school will receive updated information about what's happening at the program from the Site Coordinator via email, including activity schedules and calendars. In addition, invitations, flyers and other marketing materials related to the 21st CCLC program's special events, presentations, newsletters, and press clippings will be shared regularly. At least twice a year, the Program Director and Site Coordinator will also meet with the Columbia County School District Superintendent in order to provide program updates, gather input and ideas, and plan for the future of the program. All meetings will be documented with agendas, minutes and signatures of attendees.

As part of our partnership with school leadership and to ensure close communication and alignment with the school day, the 21st CCLC program staff will also participate in grade-level teacher and school day staff meetings regularly, enabling them to support MTSS tier services coordination for students in need. Program staff will also maintain regular ongoing communication with school day staff on a weekly basis through email, phone (calling and texting), and written notes as needed. At the beginning of the year, school-day teachers will receive a letter from the BGCGA Lead Teachers, introducing themselves and providing each school-day teacher with a list of their students who attend the GREAT Futures Harlem 21st CCLC program. This letter will include contact information, enabling the teachers to directly contact the Certified Teachers as needed in order to better align the topics for student tutoring. All school assignments are available through Infinite Campus and Google Classroom at Harlem Middle School, enabling tutors to access these resources and ensure that all academic content in the afterschool program is aligned with school-day classroom instruction.

COMMUNICATION WITH PARENTS & STUDENTS

The Program Director is responsible for ensuring frequent communication between parents and

students and the GREAT Futures Harlem 21st CCLC program. BGCGA operates with an open-door policy that encourages ongoing and on-demand communication with parents and students. The program also provides access to an anonymous suggestion box to ensure that all parents and students feel they can express themselves. Through strong partnership with Harlem Middle School, information about the program will also be available through the Infinite Campus Parent Portal and Google Classroom. A physical communication board will also be available and accessible to parents and guardians that includes a monthly newsletter, calendar, menus of snacks and dinners, rotation schedule, flyers, and any other available resources that are pertinent. Monthly student progress reports are sent to parents by the Program Director. The GREAT Futures Harlem 21st CCLC Parent Coordinator will maintain regular communication with parents and guardians, including through email, paper notes sent home with students, and phone (including calling and texting). Parents will regularly receive IXL reports, as well as individual student profile reports twice per year. Certified Teachers and Enrichment staff will provide positive feedback and constructive support to students in the program through age-appropriate communication and progress updates. BGCGA will use the Remind mass communication system as well as the MyClubHub platform to send families automated communications and reminders, including phone calls, text messages, and more. All materials posted will be printed and made available for parents to take home for review and reminders. BGCGA also uses dedicated social media pages (Facebook and Instagram) to disseminate program highlights and remind students and families of upcoming events and deadlines.

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 comprehension. To reach and engage students and families who speak languages at home that are not English such as English Language Learners (ELL), the GREAT Futures Harlem 21st CCLC program will use a variety of targeted strategies. The program will partner with the Columbia County School District's Bilingual Family Liaison Office, including participating in the Columbia County School District's annual ESOL (English for Speakers of Other Languages) Parent Night and Community Resource Fair. The Harlem Middle School ESOL Teacher, Mrs. Crystal Fleming, will also be recruited as an advocate and ambassador for the program, assisting with communicating important updates, highlights, invitations, and deadlines. When hiring staff for the program, BGCGA will work to recruit qualified staff who are fluent in more than one language when possible. BGCGA has a part-time staff member who is fluent in Spanish to accommodate Spanish-speaking students and parents when needed. While the proportion of ELL within the target population at Harlem Middle School is low, all communication will also be made available in Spanish as needed.

COMMUNICATION WITH THE BROADER COMMUNITY

The Program Director will ensure that all relevant information is disseminated to the broader community in Harlem and Columbia County. Invitations to special events and family engagement opportunities will be disseminated widely to the community via social media (Instagram, Facebook), news outlets, and email campaigns. The GREAT Futures Harlem Advisory Council will assist the Program Director in the dissemination of important news and events to the community, ensuring that a diverse group of people are engaged and aware of the program.

Partners and program stakeholders will receive regular updates on the program's progress at least quarterly through email, informational newsletters, and meetings (including through virtual technology platforms like Zoom when appropriate). The BGCGA Vice President of Development, Jim Vinyard, and Communications & Development Manager, Steven Uhles, will work together with the 21st CCLC Program Director to disseminate all program-related information to these partners. 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 Harlem 21st CCLC program, including enrollment, schedules, and upcoming activities, will also be placed on the BGCGA 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 semester and before the end of the school year. An informational session will also be held with school staff and relevant parent-teacher associations at Harlem Middle School.

STUDENT & SCHOOL-GENERATED DATA

BGCGA will ensure timely access to student data for the GREAT Futures Harlem 21st CCLC program through a strong partnership with Harlem Middle School and well-established methods of data collection that have been successful in other BGCGA-operated 21st CCLC programs in the broader community. BGCGA will partner with the Harlem Middle School and the Columbia County School District and current lists of enrolled students (with parental consent documentation) will be provided to Principal John Bush. Harlem Middle School will then provide the 21st CCLC Program Director, Site Coordinator, and Data & Outcomes Specialist with access to pull all necessary school data for the afterschool program, including report card grades and Georgia Milestones scores, through Infinite Campus and Google Classroom. During enrollment, parents of participating students will sign a written consent form to share information and enable BGCGA to obtain IEPs, report card grades, behavior reports, iREady data, and Georgia Milestones scores. IEPs will be provided from Harlem Middle School to BGCGA to accommodate children with disabilities who are enrolled in the program. Meetings will be held with parents to establish an academic and/or behavior management plan for students as appropriate. Student progress reports from the 21st CCLC program will be

shared with Harlem Middle School classroom teachers and parents monthly. Teacher surveys will be distributed online and in-person to school-day teachers through the principal.

(Word count is 1349)

Program Name: GREAT Futures Harlem

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.

STUDENT SAFETY AS A CORE VALUE

The safety and well-being of young people is a core value for BGCGA. All BGCGA sites operate under an extensive policy and procedure manual that details expectations concerning all aspects of safe program operations. BGCGA uses an internet-based student membership tracking system to accurately record and track program participation. Students will receive a membership card and electronically scan into all activities in which they participate. The use of this tracking system has two functions—first for student safety, as it enables BGCGA 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 used in continuous quality improvement monitoring. All students must scan in and out of the program and when school dismisses each afternoon and students walk across the building to the program, a Harlem Middle School School Resource Officer is on duty. Parents and guardians 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 Youth Development Professional. BGCGA monitors all visitors and volunteers to the program with a secure entrance and sign-in and sign-out log.

PROGRAM FACILITIES AT HARLEM MIDDLE SCHOOL

The GREAT Futures Harlem 21st CCLC program will take place at Harlem Middle School, a new facility that just opened in the 2017-2018 school year. The program has partnered with principal John Bush and other administrators to identify and secure a designated wing for the afterschool program to use, including the use of the school's Technology/Business Lab, STEM Lab, Learning Commons (enhanced library), gymnasium, cafeteria, and a unique outdoor classroom. The school also has a large, fenced playground and recreation area, including sports fields, that the program will be able to utilize during operating hours. All program activities will be monitored continuously by BGCGA 21st CCLC program staff to ensure student safety. The school facility is inspected annually by the Columbia County Fire Services Division to confirm maximum capacity, which is posted and maintained. Fire extinguishers are also inspected regularly, with expiration dates tagged and logged. The building meets all ADA accessibility standards and is fully wheelchair accessible. BGCGA will continue to adapt as needed in response to applicable state, local, and national guidance for health and safety if necessary.

STUDENT TRANSPORTATION

Because transportation was identified as a barrier to provide participation during the needs assessment, the GREAT Futures Harlem 21st CCLC program will provide students who need it with transportation from the school to home at the conclusion of the program. Transportation will be provided by the program using a fleet of buses contracted from the Columbia County School District

and bus drivers paid for by BGCGA through the 21st CCLC program. As part of our sustainability plan, BGCGA is working to secure bus fleet usage as an in-kind contribution from the Columbia County School District. In the event that is not possible, BGCGA will contribute required funding from non 21st CCLC funding sources in order to cover the required rate. BGCGA contracts with other school districts through a similar operating model, paying an average rate of \$20/hour, which aligns with the standard IRS mileage rate. Columbia County Community Connections, a program partner, has already indicated a willingness to support any program transportation needs that arise through an expanded, additional contribution to the program of \$18,750 for transportation (costs estimated at 5,000 miles at \$3.75 per mile) if necessary. For educational field trips, the BGCGA 21st CCLC program will primarily use the organization's existing vehicles. When needed, the program will contract to secure an appropriate bus and licensed driver. Participating students must have a permission slip signed by a parent/guardian and their Boys & Girls Club membership card. Note that accepting permission over the phone is strictly prohibited.

TRANSPORTATION SAFETY: BGCGA POLICIES & PROCEDURES

Students are expected to follow the bus safety rules, including remaining seated, wearing their seat belt, and following the student code of conduct at all times. Transportation logs will be maintained as required, including detailed information on number of days, students, driver hours and all fuel and maintenance receipts. Drivers keep a maintenance log and safety checks are conducted at the beginning and end of each route run. Drivers are required to conduct daily vehicle safety checks prior to operations and at the end of each run. BGCGA maintains a pool of qualified, trained substitute drivers. All drivers must have a cell phone for communication with the Club while transporting members. Each vehicle is appropriately licensed, insured, regularly maintained, and undergoes a comprehensive inspection annually (BGCGA maintains a \$1 million general liability policy). All drivers maintain a valid license and receive training and instruction on the shuttle's specific operation and features. BGCGA conducts semi-annual motor vehicle driving record checks and has resolution procedures for any driving record irregularities. 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. The Site Coordinator will serve as a backup substitute driver for the program as necessary.

All BGCGA transportation policies and procedures will apply to the GREAT Futures Harlem 21st CCLC program. These applicable policies and procedures have been provided below:

Policy Purpose: The purpose of the transportation program is to provide safe transportation of Club members. BGC staff must adhere to all Georgia Highway Patrol regulations regarding vehicles, drivers, and safety procedures. Unless it is an emergency, staff will not transport members in their own personal car or vehicles.

Vehicle Safety Rules

Staff should always accompany an orderly line of children to and from vehicles.

Children should not be in the 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 or exit through the passenger side 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.

Inappropriate behavior or safety violations will result in the loss of transportation privileges.

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

Rosters should be checked when students get on or off the bus.

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

CELLULAR PHONE USE WHILE OPERATING A VEHICLE POLICY

Cellular Phone Use while Operating a Vehicle: Employees whose job responsibilities include driving should refrain from using their phone/communication device while driving a Boys & Girls Club vehicle or while driving any other vehicle (rented, leased, borrowed, or their own vehicle) while conducting business. Drivers shall comply with all federal, state, and local laws and regulations regarding the use of mobile technology devices including cell phones. Incoming or outgoing cellular

phone calls are not allowed while driving. Sending or reading text messages, emails, dialing cellular phones, viewing television, videos, or DVDs and/or inputting data into laptop computers. The cellular phone voicemail feature should be on to store incoming calls while driving and all message retrievals and calls should be made after the vehicle is safely parked. If acceptance of a call is unavoidable and pulling over is not an option, employees are expected to keep the call short, use hands-free options if available, refrain from complicated or emotional discussions and keep their eyes on the road. Special care should be taken in situations where there is traffic, inclement weather, or the employee is driving in an unfamiliar area.

SUBSTITUTE DRIVER POLICY

If a hired driver is unable to make their shift, the following policy will be implemented to ensure no disruption of services;

--- Alternative trained and vetted drivers are contacted to substitute for regular driver shifts.

--- Alternative Driver reports to the Director of Operations who assigns them a vehicle and completes paperwork.

--- Alternative Driver then reports to the Facilities and Fleet Manager for vehicle keys and sign out.

--- If an Alternative Driver is unavailable, the Director of Operations has undergone the same vetting and driver verification process as the hired drivers and will step in as the substitute driver.

--- If the Director of Operations is unavailable, the Facilities and Fleet Manager has undergone the same vetting and driver verification process as the hired drivers and will step in as the substitute driver.

(Word count is 1620)

Program Name: GREAT Futures Harlem

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.

Boys & Girls Clubs of Greater Augusta has 70 years of experience sustaining quality programs, including managing and implementing sustainable 21st CCLC programs for more than a decade, since 2010. BGCGA 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. The sustainability plan for the BGCGA GREAT Futures Harlem Middle School 21st CCLC Program is student-focused, mission-aligned, and data-driven. The BGCGA Board of Directors, BGCGA GREAT Futures Harlem Middle School 21st CCLC Advisory Council, and partners will be invaluable resources in supporting the fund development efforts necessary for sustainability.

BGCGA has a demonstrated track record of fundraising success that will provide a foundation for the GREAT Futures Harlem Middle School 21st CCLC Program's overall sustainability. Early diversification of support is essential to the sustainability of all components required to operate a high-quality program. BGCGA has worked to diversify its funding over the last few years including growing the size of its donor base, launching dedicated campaign appeals, increasing donor engagement and communications, establishing partnerships with Textron Specialized Vehicles and Security Federal Bank, launching the Future League program to engage monthly individual donors, and securing new sponsorships from corporate funders, including Chick-Fil-A. The new 2024 Board Chair for Boys & Girls Clubs of Greater Augusta, Blakely McKnight Downs, is also the co-owner of the local McKnight Construction Company. BGCGA will continue to aggressively fundraise and garner a broad base of support for the program from a diverse array of donors. BGCGA is also currently leading a \$5M endowment matching campaign in partnership with other organizations in the community, and as of January 2024, a total of \$2M has been raised. Once fully funded, this endowment will generate operating dollars that will support the program and 21st CCLC operations. The campaign has already secured 40% of the goal and is on track to be completed by December 2024. The unrestricted operating dollars that are generated from the endowment can be used to support the sustainability of the Harlem Middle School 21st CCLC program as GDOE funds decrease in years 4 and 5.

BGCGA will contribute a total of \$395,000 in benefits annually to the GREAT Futures Harlem Middle School program. This includes Personnel Related Expenses totaling \$215,000; General & Administrative Expenses totaling \$15,000; Contracted Services totaling \$95,000; Transportation

Services totaling \$20,000; Training & Development totaling \$15,000; and Program Expenses totaling \$35,000. Over the course of the five-year grant period, this will total more than \$1.9 million in contributions from BGCGA.

The program will partner with a number of organizations for the full five-year period of the grant program. Many of these partners will contribute curriculum and volunteers to support the program's goals. For example, Augusta Locally Grown will support meeting the identified student need for food security and wellness by providing healthy food resources and nutrition education for students. In the area of academics, Paine College will connect the program to work-study students who can serve as tutors to provide tutoring and enrichment in all academic areas (contributing \$9,936 via in-kind labor). To support parent engagement and adult educational attainment, the GREAT Futures Advisory Council will lead a strategy to partner with education and workforce groups (including the Augusta Tech - Continuing Education Department and the Georgia Hispanic Chamber of Commerce) on wraparound support services, including adult education (GED programs, etc.) and workforce development training that meets the needs of the parents of enrolled students. For a full list of partners and contribution amounts, please see the Program Partners Table and the uploaded MOAs.

As part of the implementation process, the BGCGA GREAT Futures 21st CCLC Board of Directors and Executive Leadership Team will specifically undertake the development of a long-term sustainability plan for the program. The plan will cover all aspects of fund development planning and implementation, including assessing available and potential resources; establishing action steps for obtaining resources; recruitment of new program partners and volunteers; building relationships with potential funders; identifying local resources to leverage; assisting in the development of funding proposals; and charting progress toward sustainability benchmarks. The plan will be used as a guide to work on sustainability from day one of the program and in each subsequent year. BGCGA and the Advisory Council will identify champions within the school district and community at large who can help advocate for the program. The preliminary sustainability plan includes identifying and pursuing other grant funding sources, identifying and cultivating new business partners, and developing local fundraising efforts to support the program. With positive impact data from the program's evaluations and a sound marketing and community awareness plan, the BGCGA can attract new donors and partners to support the 21st CCLC program.

When program funding is reduced in years four and five of the grant period, the primary costs of the BGCGA 21st CCLC program to be sustained are personnel required to deliver high-quality youth development. BGCGA is leveraging resources to support the program in a diversified and comprehensive manner. BGCGA coordinates resources to ensure they are supplementing the 21st CCLC funding and not supplanting it. This includes the donation of materials, incentives, services, supplies, and volunteer time. Through our partnership with the Columbia County School District, BGCGA will evaluate the feasibility of securing transportation from schools served by the 21st CCLC program at no cost to the program (for additional information, please refer to the Student Safety & Transportation section). In addition, BGCGA 21st CCLC will work with Columbia County School District to explore potential coordination with Title I and/or A+ program funding in subsequent years of the grant period. Training and professional development delivered during the grant period will prepare 21st CCLC staff to continue to provide an academically rigorous program and partner effectively with school teachers and administrators. BGCGA will also gradually increase the role of volunteers in providing some program services. By leveraging other resources, BGCGA diversifies support for the program and increases the likelihood of sustainability beyond the life of the 21st CCLC grant.

To ensure long-term program sustainability, BGCGA will also receive consultative services and technical assistance from the Boys & Girls Clubs of America national organization. This includes a combination of interactive face-to-face, distance learning, and online learning opportunities that present clear opportunities for growth in overall organizational capacity for resource development. These learning tools will build BGCGA knowledge of fundraising best practices and fundamentals through a dedicated webinar series, interactive workshops, and informative, practical, and action-oriented online courses. Many course offerings were developed in partnership with thought leaders and consultants from across the fundraising industry, including the Association of Fundraising Professionals (AFP), the standard-bearer for professionalism in fundraising.

(Word count is 1104)

Program Name: GREAT Futures Harlem

IV. Evaluation (10 Total Points)

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

to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

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

QUALIFICATIONS & SELECTION OF LOCAL EVALUATOR

BGCGA will issue a call for qualifications and proposals to identify a local program evaluator upon award of the GREAT Futures Harlem Middle School grant. BGCGA will follow all established procurement procedures in executing this call for a local evaluator. The proposal process will require interested parties to include their qualifications, related local educational program evaluation experience, philosophy of evaluation and use of findings, proposed methods for evaluating a 21st CCLC program and associated costs. Through this process, BGCGA will seek a local evaluator who has training and/or certification(s) in research and/or evaluation methods and has previous experience planning and conducting program evaluations. Deliverables for the evaluator will include: 1) development of local implementation plan; 2) implementation of evaluation activities; 3) presentation and discussion related to preliminary research findings to the advisory council/program staff; and 4) annual evaluation reports.

Specifically, BGCGA will look for evidence of extensive knowledge and experience in evaluation design and using relevant qualitative and quantitative methodologies such as conducting interviews and focus groups and/or analyzing survey and administrative datasets. Evaluators with experience evaluating other 21st CCLC programs or other school or community programs aimed at increasing student academic achievement, experience collecting and analyzing student outcome data (e.g. standardized test scores, grades) and implementation data (e.g., observing classrooms, surveys about program perception, collecting information about program quality) is strongly desired and will be given preference. Qualified evaluators will be independent of the 21st CCLC program thus avoiding any potential or perceived conflict of interest.

BGCGA will undergo a formal bid process for the external evaluator, with the final selection being made by a committee composed of BGCGA's Chief Executive Officer, EVP of Finance and Operations, Program Director. The process will follow BGCGA's established procurement policy. Once awarded, the Program Director will manage the evaluation contract, including oversight and regular communication with the external evaluator.

IMPLEMENTING EVALUATION PLAN FOR CONTINUOUSLY ASSESSING PROGRESS & PROGRAM IMPROVEMENT

The goal of the local program-level evaluation will be to provide actionable findings that inform continuous program improvement and accountability to all stakeholders. Through the local evaluation process, BGCGA will monitor implementation and the nature of the services provided through process evaluation, and determine if the project's desired outcomes and performance targets have been achieved, and what factors (individual, programmatic, and contextual) were associated with these outcomes through outcome evaluation. The BGCGA 21st CCLC program will comply with all state and federal data collection and evaluation requirements for the grant. BGCGA allocation of grant funds does not exceed the 3% cap for evaluation costs.

BGCGA is committed to continuous quality improvement and adopted the Weikart Youth Program Quality Improvement (YPQI) System over the past year. This effort is supported by the national Boys & Girls Clubs of America partnership with the Weikart Center to improve program quality across the Boys & Girls Clubs network. The Weikart YPQI system includes both assessments (Youth Program Quality Assessment-YPQA) and aligned trainings that can be used for professional development for youth workers, with the ultimate goal of improving outcomes for young people. The YPQA is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs.

The use of the YPAQ assessment tool will be part of BGCGA's GREAT Futures Harlem 21st CCLC program continuous quality improvement process and integrated into the program evaluation plan. BGCGA will develop an action plan to address any weaknesses identified through the assessment tool and/or site visits from the evaluator and/or GaDOE 21st CCLC. The assessment tool results and

action plan will be reviewed and monitored by the Advisory Committee. The 21st CCLC Program Director, Site Coordinator and Outcomes & Data Analyst will also login to the Scores Reporter to view YPQA scores and reports that compare their site to the national average and provide those insights to program leadership and staff to inform improvements. Site level data reviews will be conducted in staff meetings. The program will utilize orientation and staff meeting time to review the Georgia Afterschool & Youth Development Quality Standards and ensure that all staff are familiar with the standards and how to utilize them as a resource. BGCGA will also document review of the Georgia Afterschool & Youth Development Quality Standards with program staff through staff meeting and training agendas. In addition, Boys & Girls Clubs of America's National Youth Outcomes Inventory (NYOI) is collected annually each spring by BGCGA and data is validated and benchmarked against similar Boys & Girls Club organizations.

In addition to the YPAQ data, NYOI data, and student academic performance data, the program will complete and use stakeholder survey data to inform program improvements. Staff, Parent, School Administrator, Teacher and Youth Survey data will be completed annually by the March deadline and use the results provided by the evaluator in June annually to make adjustments to the program offerings and operations. By November annually, lead teachers and appropriate program staff will establish a baseline profile for each participant and document patterns of attendance, classroom behavior and social interactions in previous year as evaluated by examinations of student report cards, behavior reports, student portfolios, and teacher/parental input. This information will be used to guide and differentiate instruction. From the site visit observations and interactions, BGCGA will utilize the evaluator recommendations for program improvements to the program staff in their regular communications (monthly for data collection monitoring and ongoing programmatic recommendations). All feedback and reports from the local evaluator will be reviewed by the BGCGA 21st CCLC Advisory Committee within 60 days of receipt of the report to support monitoring and accountability. The selected local evaluator will also be invited to present findings and recommendations to the Advisory Committee.

REQUIREMENTS FOR EVALUATION PLAN & DATA COLLECTION METHODS

BGCGA will require the evaluation plan to be completed by the local evaluator to adhere to BGCGA stated evaluation goals (as follows) and develop a written evaluation plan detailing the evaluation design with logic model supporting the 21st CCLC stated program goals and objectives outlined in this application. The BGCGA GREAT Futures Harlem Middle School 21st CCLC program evaluation goals are to: (1) conduct a process evaluation to monitor implementation and the nature of the services provided, and (2) conduct an outcome evaluation to determine if the project's desired outcomes and performance targets have been achieved, and what factors (individual, programmatic, and contextual) were associated with these outcomes. Both formative and summative evaluation methods will be used to determine the fidelity between the program as outlined in this 21st CCLC application and the program in action, and to assess the program's progress towards expected outcomes. The evaluator will be responsible for preparing for submission the Georgia Department of Education required formative and summative reports annually per the specifications of the Department and grant requirements.

Outcomes across the program goals and objectives specified in this application will be evaluated throughout the program year to assess incremental change and aggregated in a summative report annually. Both short-term and long-term outcomes will be evaluated, including: increased academic performance measured by proficiency in ELA and math (short-term iReady, IXL, student report card grades, and long-term Georgia Milestone Math and ELA assessment scores); increased critical thinking, problem-solving skills, and other social-emotional skills measured by student self-report and school disciplinary data; increased knowledge of health nutrition; increased cardiovascular fitness (measured using PACER

Test that assesses aerobic capacity, which is characterized by endurance, performance, and fitness); increased knowledge of avoiding risky behaviors (measured using curriculum specific pre/post assessments); decreased number of chronically truant youth (those who are absent more than 10 days during the academic school year) measured by attendance data; family engagement measured by attendance at family engagement sessions and increased knowledge post-session (attendance logs and post-event surveys). The program site will use the MyClubHub system for all program attendance and participation recordkeeping, and data management will be overseen by the Outcomes & Data Analyst. This position is overseen by the Program Director. Program participation and attendance data will be initially collected using the MyClubHub comprehensive program and case manager data management system existing tracking tool implemented across the organization. All required data will also be input into the secure Georgia Department of Education TransAct (Cayen portal) by the specified monthly data entry deadline by the Outcomes & Data Analyst. Collecting data through BGCGA's existing data collection systems, including MyClubHub, the National Youth Outcomes Initiative (NYOI) and Weikart Youth Program Quality Assessment (YPQA) tools will reduce administrative burden and support data accuracy; additional data collection tools will be developed as needed at the start of the program in partnership with the selected external evaluator. All program enrollment and participation data will be collected in real time on a daily basis. Report card and progress monitoring assessments will be collected and input into the appropriate required data systems at standard intervals (e.g., 9-week report card grading periods, fall, spring IXL/iReady assessments, etc.). Program and staff quality measures will include review of staff qualifications as

well as observations and reviews of the Weikart Youth Program Quality Assessment Tool and the Georgia Afterschool & Youth Development Quality Standards Assessment Tool. Program sustainability will be monitored via program documentation of in-kind contributions and partnership agreements. All data will be secured to protect program participants personally identifiable information and adhere to all student privacy protocols. A formative report will be prepared between the fall and spring terms and a summative annual report will be prepared at the conclusion of the academic year. A summer report will also be prepared at the end of each summer program.

ACCESS TO DATA & DATA ANALYSIS

Through continuous quality improvement, regular review of attendance/participation data, and production of annual evaluation reports, the evaluator will monitor and provide analysis for achievement of program goals and performance metrics. Information will be shared with key stakeholders. Data collected will include (but is not limited to): student registration information; student participation; program goals and objectives; activities and strategies (including how these are connected with the Georgia Milestones Assessment scores); activities in which students participated; standardized tests results; field trips; Funding Sources; Parental Involvement; Information for the Annual Performance Report; and Calendar of Events. The evaluator will conduct trainings for the program staff to ensure data is collected properly and maintain student and family privacy.

The GREAT Futures Harlem Middle School 21stCCLC program will ensure a close cooperative relationship between BGCGA, Columbia County School District, and Harlem Middle School for program monitoring and evaluation. Harlem Middle School has agreed (please see partner MOA) to provide data to monitor student attendance and academic progress (e.g., report card grades, iReady progress assessments, school day attendance, and behavior incidents). In addition, BGCGA has identified a multilayer data collection procedure to ensure that all students' data is collected in a timeline manner and used to inform program decision-making and academic support interventions. Parental consent for the release of academic data from the school will be obtained for each program participant upon enrollment. An enrollment list with documentation of parental data-sharing consent will be provided to the school at the program onset and updated throughout the year as new students enroll. Parents and students also have access to the IXL platform online to access progress in real-time. The Lead Teachers, program staff and the Parent Coordinator will work with students and families to monitor progress regularly using the portal. This portal access will also be used for collecting data when applicable. Lastly, a list of all required and/or missing data will be sent to the school by the Outcomes & Data Analyst quarterly to capture any missing data. The Outcomes & Data Analyst will also enter all data into TransAct (Cayen) within all applicable deadlines.

The Outcomes & Data Analyst will be responsible for loading all raw data into the TransAct Cayen system required by the GA Department of Education. The evaluator will monitor data uploads and analyze data from the TransAct Cayen system (e.g., report card grades, GMAS performance, iReady/IXL, attendance, demographics, activities, and other relevant data entered into TransAct Cayen AS21). Data analysis will include both quantitative and qualitative methods to ensure that context for the findings is provided to support continuous quality improvement and inform decision-making. The evaluator will use descriptive data analysis (means, modes, and medians) to objectively assess progress toward goals. Additional methods of analysis will be included in the final evaluation plan as necessary. Quantitative data will include student demographics, project participation; IXL Learning response to instruction and grade level assessments; BGC 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 BGCGA parent, student, and teacher satisfaction surveys. All data, both quantitative and qualitative, will be collected to measure progress toward the specific goals and objectives of the proposed program.

DISSEMINATION OF RESULTS

BGCGA has built a comprehensive dissemination plan to ensure that all stakeholders and the community at large are informed about the program. BGCGA will disseminate information about the 21st CCLC program, such as the location of services, proposed activities, and evaluation outcomes through traditional media methods as well as online. We will establish a dedicated page on our website within 30 days of the grant award and make announcements on social media (e.g. Facebook and Instagram) regularly. The 21st CCLC Site Coordinator will ensure that these sites are properly maintained and updated every month with pertinent parent information, program happenings, upcoming events, resources, evaluation findings, and program recommendations. The site will have a "21st CCLC Announcement Board," where families can read about monthly activities, view special events, and see photos and projects created in the 21st CCLC program. The project will produce a newsletter to be sent home with students and available to all stakeholders monthly. The newsletter will include information on promising activities, as well as outcomes from formative and summative evaluations.

To be responsive to low educational attainment levels in the community, BGCGA Harlem Middle School 21st CCLC will avoid technical terminology and acronyms in parent communications and work to detail unfamiliar educational terminology that cannot be avoided or is commonly used by the Columbia County School District. Ensuring that language does not inhibit understanding and engagement will help empower parents to ask questions, deepen their understanding, and feel more

confident that their suggestions, ideas, and concerns are valid and welcomed. If appropriate, the BGCGA Harlem Middle School 21st CCLC program will consider tailored publications for parents and families, which may reflect a different level of specificity or technical language than is expected by other audiences, such as members of the school board or donors and institutional funders.

Flyers and announcements will also be distributed through our partnership with Harlem Middle School utilizing their online properties, as well as social media. BGCGA has a Marketing Committee on its board of directors, which secures pro bono marketing services to help prepare program collateral and press releases that are visually appealing, share the impact of the program, and provide clear messaging. Information is also disseminated through in-person presentations and flyer distribution at local community events (e.g. neighborhood festivals, in conjunction with other social service events such as health clinics and job fairs, and town meetings). All reports will be reviewed by the BGCGA Harlem Middle School 21st CCLC Advisory Council within 60 days of receipt of the report to support monitoring and accountability and published on the website as well as made available to anyone upon request. The BGCGA Executive Director and the 21st CCLC Site Coordinator will present to the Columbia County School District board at an open public meeting of the school board at least annually (in the fall, targeted date to be confirmed) to share findings and recommendations from the program evaluation. The BGCGA Chief Executive Officer and Site Coordinator will also hold an open community meeting for stakeholders to share evaluation findings and recommendations at least annually. For the larger community, the project will submit articles to the local newspapers and Public Service Announcements via radio and television. Materials will be translated into Spanish and other languages, as necessary.

(Word count is 2679)

21st CCLC Competitive Priority Worksheet FY25

EACH applicant MUST complete the Competitive Priority Worksheet FY25, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Boys & Girls Clubs of Augusta Foundation Inc

[Co-Applicant Guidance](#)

[School Designations](#)

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

No Priority Claimed (0 points)

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

Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY25 RFP for more information regarding this criterion. (Maximum of 5 points)

Priority 2: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). (Maximum 10 points). Please refer to the links to find [CSI](#) or [TSI](#) identified schools.

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

Priority 4: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding in FY22. Please see Supplemental Form C for list of counties eligible for priority. (Maximum of 5 points)

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

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

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

Official Entity Name for Fiscal Agent/Subgrant Award Recipient: Boys & Girls Clubs of Augusta Foundation Inc

Program Name:
GREAT Futures Harlem

Funding Amount
\$230,805.00

Number	Initial Each Box Below	Assurances
1	<input type="checkbox"/> BC	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="checkbox"/> BC	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="checkbox"/> BC	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	<input type="checkbox"/> BC	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	<input type="checkbox"/> BC	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	<input type="checkbox"/> BC	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	<input type="checkbox"/> BC	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	<input type="checkbox"/> BC	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	<input type="checkbox"/> BC	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	<input type="checkbox"/> BC	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="checkbox"/> BC	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	<input type="checkbox"/> BC	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	<input type="checkbox"/> BC	<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"> • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
14	<input type="checkbox"/> BC	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
15	<input type="checkbox"/> BC	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

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

		timely manner as stipulated by GaDOE.
33	BC	The Subgrantee certifies that state and national criminal background checks will be conducted annually for any and all individuals acting on behalf of the Subgrantee including: regular volunteers, employees, contractors, relatives, etc. prior to their employment, whether or not they have direct contact with students. In addition, the Subgrantee agrees to develop and utilize written policies on how the criminal background check results will be used in hiring and volunteer practices.
34	BC	The Subgrantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
35	BC	The Subgrantee understands that 21st CCLC grant funds will not be used for lobbying the executive or legislative branches of the Federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
36	BC	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	BC	Subgrantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
38	BC	In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Subgrantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.
39	BC	The Subgrantee will establish and communicate to all students, parents, and staff its procedure whereby anyone suspecting fraud, waste, or abuse involving 21st CCLC funds shall call or write the appropriate authorities.
40	BC	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (CBOs/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) Bridgett Carrington
Typed Position Title of Fiscal Agency Head (required) EVP, Finance & Operations
Date (required) 01/30/2024 at 11:04:23

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

1. Disqualify the Applicant, or
2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and

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

c. Remedies for Nondisclosure

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

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

d. Annual Certification

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

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

III. Incorporation of Clauses

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

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

Typed Name of Fiscal Agency Head (required) Bridgett Carrington
Typed Position Title of Fiscal Agency Head (required) EVP, Finance & Operations
Date (required) 01/30/2024 at 11:04:23

Non-Profit Organization
Financial Management Questionnaire

I. General Information

Name of Organization: Boys & Girls Clubs of Augusta Foundation Inc

Data Universal Numbering System (DUNS) Number: SFALSAYJNZJ8

Federal Employment Identification (FEI) Number: 83-3189701

Address (Number and Street/ PO Box): 624 Chafee Avenue

Address (Number and Street/ PO Box):

City/Town: Augusta State: GA Zip Code: 30904

Phone#: 706.504.4071 Ext: 0000

Name of Officers	Title	Phone	Email Address
Bridgett Carrington	EVP, Finance & Operations	706-401-2808	bcarrington@bgcgreateraugusta.org
Bridgett Carrington	EVP, Finance & Operations	7065044071	bcarrington@bgcgreateraugusta.org
Kim Evans	Executive Director	706-399-1528	kevans@bgcgreateraugusta.org

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

If yes, please list the board members.

Name of Members	Title
John Mills	President
Adam Williams	Treasurer
Steven Kendrick	Member
Tripp Brown	Member
Jordan Bowling	Member

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

If yes, please note any conflicts of interest.

3. Please upload a PDF copy of your organization's articles or charter.
[Download organization's articles or charter: Boys & G charter 97.pdf](#)

4. Please upload a PDF copy of your organization's 501(c)(3) Internal Revenue Service forms.
[Download organization's articles or charter: Boys & G_irs_form_97.pdf](#)

II. Type of Fund

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

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

III. Financial Information Disclosure

Fiscal Year 2022 Ending Date: 12/31/2022

2. What percent of funds is used for administrative purposes? 12.00%

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.
Extension

Please upload the return.

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

If yes, please upload the most recent audit completed.

If no, explain.

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

If yes, list the findings.

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

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

If no, explain.

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

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

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

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

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

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

If no, explain.

Please upload your organization most current federal 990 tax return.

Download organization's articles or charter: [Boys & G_tax_return_doc_97.pdf](#)

Please upload your organization most recent audit completed.

Download organization's articles or charter: [Boys & G_recent_audit_doc_97.pdf](#)

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	Bridgett Carrington	Title	EVP, Finance & Operations
Signature	Certified by Electronic Signature	Date	01/30/2024 at 11:04:23