



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 and Girls Club of Greater Augusta

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

If yes, please provide the year of initial funding: 2011

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: \$350,000.00 2025-2026 \$350,000.00 2026-2027: \$350,000.00
2027-2028: \$315,000.00 2028-2029: \$280,000.00

Fiscal Agent/Applicant Required Signatures:

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

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

Kim Evans
Typed Name of Fiscal Agency Head (required)

CEO
Typed Position Title of Fiscal Agency Head (required)

01/30/2024 at 13:51:56
Date (required)

Program Name: BGCGA GREAT Futures for Teens

Program Abstract

Boys & Girls Clubs of Greater Augusta (BGCGA) proposes a year-round (after school and summer) 21st Century Community Learning Center program at the E. W. Hagler Teen Club location (meeting competitive preference priority 5). The proposed GREAT Futures for Teens program, will target 65 unduplicated students in grades 9 through 12 in the Richmond County School System with a proposed enrollment of 60 students without disabilities and 5 with disabilities. The GREAT Futures for Teens program will target at-risk students from Augusta Richmond County (ARC) High (20), Lucy C Laney High (15), and Westside High (30). The proposed program meets the absolute priority of serving a high concentration of low-income students and families, as the average across targeted schools is 100% eligible for free or reduced-price school lunches. Laney High School is classified on the state's list of "Promise Schools" (indicating they are Title I schools that, when ranked according to their three-year College and Career Ready Performance Index average, are among the lowest performing 5% of Title I schools in the state) (Georgia Department of Education, 2023). BGCGA defines "at-risk" as students performing below proficiency in core subjects and referred to by the school or family as needing academic or social-emotional support. 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 directly align with and support the Richmond County School System's latest 2020-2025 Strategic Plan which focuses on: Improving early literacy and numeracy skills, improving content mastery, increasing post-high school readiness, improving parent communication, developing collaborative partnerships, improving relationships between home and school, improving wellness for all, and ensuring a positive learning environment.

The proposed GREAT Futures for Teens program will serve targeted students with academic enrichment, healthy lifestyle, and social, emotional, and life skills programs after school during the school year and full day for six weeks during the summer. 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, career readiness, technology, economic and financial literacy, youth leadership, character education, life skills, fitness, social recreation, and the arts. The GREAT Futures for Teens program aims to achieve the following goals:

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

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.

(Word count is 473)

Program Name: BGCGA GREAT Futures for Teens

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.

Boys & Girls Clubs of Greater Augusta (BGCGA) takes a whole-child approach working to identify and address academic and non-academic barriers to student success. BGCGA has embedded in its organizational culture and practices a commitment to Continuous Quality Improvement (CQI) that includes an ongoing process of assessment, planning, and improvement. BGCGA uses both the nationally-renowned Weikart Center CQI model and the Georgia ASYD Quality Standards Self-Assessment Tool to support assessment and planning. BGCGA staff and leadership work together with all stakeholders (i.e., students, parents, school and district partners, and community organizations) through the CQI process to most effectively meet the needs of students and families by collecting data and creating service plans based on the data that will support improved student achievement. These models directly align with the Georgia Department of Education's system of continuous improvement. The design of the GREAT Futures 21st Century Community Learning Centers is a direct result of this CQI process.

In response to the ongoing impact of COVID-19, beginning in August 2021, BGCGA CEO Kim Evans and VP of Impact & Outcomes Dr. Shaniquia Stanley, facilitated a comprehensive assessment of student and family needs, in partnership with the Richmond County School System. Over the past 3 years, BGCGA has continued to touch base and solicit feedback to ensure that the information gathered continues to be relevant and aligned with focus. Formal assessments are conducted on an agreed-upon consistent 4-year timeline to ensure cohesion and documentation of needs. The 2021-2022 assessment of children and family needs continues to align with Richmond County's stated ongoing focus on post-COVID-19 academic and social recovery.

This process included a series of community meetings, consultative conversations, and surveys to understand the needs and gaps faced by parents, teachers, students, administrators, community organizations, mental health providers, and other groups that serve youth and families in the area. Mrs. Evans met with Richmond County School Superintendent, Dr. Kenneth Bradshaw, numerous times during the assessment process to discuss needs, gaps in services, and how best to partner to support students and families. Then, BGCGA hosted a hybrid (virtual and in-person) meeting on October 27th, 2021 for prospective partners (e.g., school administration and personnel and community organizations) (8 attended) and another on November 18th, 2021 for students, parents, and families (27 attended). The groups analyzed a plethora of information including student performance data from the public and private schools within a 5-mile radius of the E. W. Hagler Teen Center Boys & Girls Club (defined as the catchment zone for the program). Data sources included: the Georgia Department of Education, Richmond County School System, Georgia KIDS COUNT research from the Georgia Family Connection Partnership and Annie E. Casey Foundation, Georgia Appleseed, The Governor's Office of Student Achievement, Augusta University, United Way of the CSRA, and the Augusta Economic Development Authority. Additionally, surveys were administered at the potentially targeted schools and collected from a total of seven school system administrators, 45 teachers, 10 parents, and more than 70 students. In addition to providing public notification of intent to apply, BGCGA also sought feedback from the local private schools serving 9th grade-12th grade students within the catchment zone.

The following list of schools was identified within the catchment zone;

Alleluia Community School
Augusta Christian Schools
Augusta Preparatory Day School
Curtis Baptist School
Episcopal Day School
Heritage Academy
Hillcrest Baptist School
Immaculate Conception
St. Mary on the Hill School
Westminster Schools of Augusta

While no formal feedback was submitted from any of the schools in the identified zone, the informal conversation shows a pattern of supportive attitude from the local Private Schools, although they see no need in their student population for BGCGA services. Please refer to the Georgia Equitable Services 4 Private Schools (ES4PS) system reports for additional detail and compliance with ES4PS standards.

Utilizing the existing programmatic structure within Augusta, BGCGA will partner with the following government entities and local programs to multiply the reach of 21st CCLC funding;

Richmond County Schools, Augusta Technical College Adult Continuing Education Program, Paine College, Medical College of Georgia (MCG) Wellstar, Harrisburg Family Health Care, Golden Harvest Food Bank (Feeding America), Jessye Norman School of the Arts, Dr. Harris Literacy Center, Serenity Behavioral Health System, and Augusta Locally Grown. Funds will be coordinated by the Program Director and will also leverage Georgia Department of Human Resources TANF funds allocated from GA Alliance for Boys & Girls Clubs, USDA funds through the Bright From the Start Food Program to provide after-school snacks and meals, GA Department of Behavioral Health & Developmental Disabilities, and OJJDP funding to provide mentoring to identified students, all to ensure greater access and more resources to the program. Partnerships with these entities ensure full coverage of wrap-around services for youth and families. For example; by utilizing the partnerships with Golden Harvest Food Bank, the USDA Bright From the Start program, and Augusta Locally Grown, we address the need for food security on two fronts; access to healthy foods, and the ability to prepare them. By working with MCG Wellstar and Harrisburg Family Health Care, we can ensure consistent access to healthcare regardless of income or insurance status. MCG Wellstar's primary care unit is a portable doctors' office, offering congruent care for youth and their families. Dr. Isaih Lineberry, Director of Harrisburg Family Health Care said "We know that economic status is not the only reason people in our community struggle to access medical care. There is a social stigma to overcome, sometimes there is a travel barrier, sometimes there is a citizenship barrier or even a collision with the justice system which prevents the parents from accessing the services offered by the state and federal governments for their children. Through this partnership, we can overcome those barriers, and meet the community where they are without judgment or friction." Further details about the formal partnerships can be found in the MOAs attached to this application.

The targeted schools, all within the five-mile radius of the E. W. Hagler Teen Club and identified through the needs assessment process, include Augusta Richmond County High, Lucy C Laney High, and Westside High. It was determined that focusing on support with content mastery and academic growth in Math and English Language Arts, social-emotional development, healthy lifestyle development, academic enrichment, and parent engagement would best support students and families. These identified needs directly align with and support the Richmond County School System's 2020-2025 Strategic Plan (the latest published plan) which focuses on: Improving early literacy and numeracy skills, improving content mastery, increasing post-high school readiness, improving parent communication, developing collaborative partnerships, improving relationships between home and school, improving wellness for all, and ensuring a positive learning environment.

(Word count is 1098) 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.

Location and Demographic Breakdown

BGCGA collaborated with all stakeholders to identify gaps in services and needs of students and families. The result was the selection of three schools within a five-mile radius of the E. W. Hagler Teen Club to be the target schools for the GREAT Futures for Teens program. The proposed GREAT Futures for Teens program meets the absolute priority of primarily serving students who attend high-poverty schools (i.e., Title I schools with 40% or more students eligible for free-reduced lunches or schools with Title I schoolwide programs) and their families. Additionally, Laney High School is on the State of Georgia's list of "Promise Schools". The Promise School designation indicates that they are Title I schools that, when ranked according to their three-year College and Career Ready Performance Index (CCRPI) average, are among the lowest performing 5% of Title I schools in the state (Georgia Department of Education, 2023). The majority of students in the targeted schools are at risk of academic failure and struggling to meet state standards in math and reading for both content mastery and academic progress.

Located on the Georgia-South Carolina border, Augusta-Richmond County is a consolidated city-county that is home to a diverse cross-section of 202,081 Georgians (U.S. Census Bureau, 2020). The demographic breakdown of residents is 64.7% Black, 29.1% White, 0.3% Native American, 1.7% Asian, 0.2% Pacific Islander, 1.3% Other, and 2.6% two or more races. Only 4% of residents identify as Hispanic or Latino. The second largest city in the state, Augusta is known as a regional hub for commerce and technology, boasting Augusta University, the U.S. Army Cyber Center of

Excellence at Fort Eisenhower, and the Georgia Cyber Center. Despite these resources, Augusta is characterized by stark economic and social divides that negatively impact students, such as those in and around neighborhoods on the south side of the city.

The target population for the proposed GREAT Futures for Teens program is 65 unduplicated students from grades 9-12, including underperforming public Title I schools in the Richmond County School System. The targeted schools are ARC High School (20), Lucy C Laney High School (15), and Westside High School (30). The student target population is experiencing economic and environmental risk factors detailed below (including poverty), attendance, behavioral issues that detract from classroom learning, and failing to perform on grade level in math and reading, as evidenced by low content mastery and unsatisfactory academic growth.

Risk Factor Exposure

The E. W. Hagler Teen Club is located in the historically disadvantaged area of Harrisburg, while also serving portions of the incorporated county. Because Georgia House Bill 251 provides for families to enroll students in any Richmond County public school with space at their own transportation expense, neighborhood schools can support students from across the county. Therefore, in understanding the needs of students and families it is important to also take into consideration overall county data. In Richmond County students and families face many challenges. More than one in four Richmond County children live in poverty (26.4%), well above the state and national averages of 19.5% and 18%, respectively (Georgia KIDS COUNT, 2022). The average household income is \$42,728, far below the state (\$58,700) and national averages (\$67,651). Most of the households of the families we propose to serve earn an annual income of less than \$24,999, which is nearly half of the average for Richmond County (American Community Survey, 2022). The poverty rate for Black families in the Greater Augusta area is more than double that of White families (32% vs. 15%; 2018-10 year CSRA Community Needs Assessment Report by the CSRA Economic Opportunity Authority). Only 39% of children live in a household with two, married parents and 13.4% of children have parents who lack secure employment, nearly double the state average of 7.7%. Adult educational attainment is low: just 21.4% of Richmond County adults achieve a Bachelor's degree or higher, compared to 31.3% of all Georgians. Poverty has a strong negative impact on academic achievement because of the absence of resources that support student success. Low socioeconomic status is closely linked to low academic performance (Reardon & Portilla, 2016), and living in poverty results in challenges to brain development and social-emotional skills (Dike, 2017). The impact of poverty also results in lower tax revenues and funding available for public education, with per pupil expenditures in Richmond County School District of \$9,851, 5.3% lower than the average spending per student in the state of Georgia of \$10,401 (Governor's Office of Student Achievement, 2020 (most recent)). Without investing deeper resources early in a student's academic development, the cycle of poverty in Richmond County will continue to persist. Teens in poverty are most often facing substandard housing or homelessness, inadequate nutrition and food security, lack of access to health care, and unsafe neighborhoods. These cumulative effects of living in poverty place teens at risk for having difficulties with self-regulation and executive functions, such as inattention, impulsivity, defiance, and poor peer relationships. The teen pregnancy rate in Richmond County is 26.6% compared to 14.4% for the state of Georgia. Research shows that teen mothers often have a harder time developing positive social-emotional bonds with their children. Another study reported that teen mothers face significant levels of stress that can then lead to increased mental health issues. In addition to higher rates of postpartum depression, teenage mothers also have higher rates of chronic depression. They also have higher rates of suicidal ideation than their peers who aren't mothers.

Poverty and violence are often co-indicators of a community lacking resources. 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). Families living in communities such as those served by the E. W. Hagler Teen Club and located inside gang territories, experience chronic stress and mental health problems that can lead to chronic disease, according to the CDC. In a Forum on Public Policy, Dr. Portia Rawles stated, "one of the greatest travesties of poverty for inner city youth is the increased exposure to violence, as a result of these negative consequences of poverty." Teens targeted by 21st CCLC GREAT Futures program reside in areas plagued with an infestation of high-level gang activity and a concentrated prevalence of violence. Gang activities result in dozens of deaths per year, as well as hundreds of injuries and long-term disabilities. The impact on health is particularly negative for students, as youth involved in gangs are more likely to engage in risky health behaviors, such as drug abuse and high-risk sexual activities (Centers for Disease Control and Prevention). American Academy of Child & Adolescent Psychiatry research indicates that key risk factors that contribute to children and adolescents joining gangs include growing up in an area with heavy gang activity; history of gang involvement in the family; history of violence in the home; lack of adult supervision; unstructured free time, particularly during after-school hours and on the weekends; lack of positive role models; exposure to media that glorifies gang violence; low self-esteem; and sense of hopelessness about the future because of limited educational or financial opportunity, such as the poverty experienced by students in the

schools targeted by this 21st CCLC program.

Gun violence rates have also grown over the last three years. In 2020, there were 231 assaults with a gun in Augusta, according to Richmond County records. In 2021, the number rose to 286 and in 2022, reached 314. Families have been plagued by gang activity, including gangs with a demonstrated history of recruiting children as young as nine years old (U.S. Department of Justice, Office of Juvenile Justice, 2020). Richmond County Sheriff's Office has prosecuted the largest number of gang-related cases in the state of Georgia (Richmond County Sheriff's Office, 2023). Gang exposure does not just bring the trauma of violence, it also brings the trauma of addiction. The Georgia Department of Public Health found that Georgia was among the top 11 states for opioid crisis deaths with Richmond County ranking among the highest in the state. Drug overdose is now one of the leading causes of accidental death in Augusta according to Richmond County Coroner Mark Bowen. In the spring of 2021, a wave of fentanyl overdoses underscored the desperation and heartache of addiction, rooted in poverty. Steven Vincent, who leads the local Gold Cross Emergency Medical Services stated: "Anywhere you think of, we're responding. It's everywhere. It's all over the CSRA... There's some days we get two or three and there's other days we get 10 or more [911 calls]." Children may experience profound consequences of parental opioid use. In 2017, the estimate of the number of U.S. children affected by the opioid epidemic was 11 times higher than the number with diabetes, exceeded the number with autism, and was about one-third the number with asthma (THE RIPPLE EFFECT: National and State Estimates of the U.S. Opioid Epidemic's Impact on Children, 2019). In 2019, 60,500 Georgia children (23 out of every 1,000) Georgia children were affected by the opioid epidemic. The majority of children affected were under the age of 12. Growing up in a household with substance use exposure is an adverse childhood experience (ACE) and can make children vulnerable to additional ACEs, such as abuse and neglect, loss or separation from a parent, or exposure to violence. The presence of such potentially traumatic experiences can be especially harmful to young children, as it can interfere with brain development.

Positive youth development programs such as the proposed 21st Century Community Learning Center Program support student academic achievement, and they also support families in staying in the labor pool. As the economy continues to recover even years after COVID-19, after-school programs that support youth and working families are essential to increasing the stability of our workforce. A 2020 research report, *America After 3 PM* by the Afterschool Alliance, found that 83% of working parents said after-school programs helped them to keep their job, and 83% reported that after-school programs gave them peace of mind knowing their children were safe and supervised while they worked. However, access to safe, supportive youth development programs in the zip code 30904 (where a majority of the targeted students live), which received a D- overall crime grade with an F for violent crime (crimegrade.org), is not something many of our parents can depend on. A grade of D- means that 86% of zip codes in the U.S. are safer than 30904. On average, a crime occurs every 6 hours and 15 minutes in 30904 at a rate of 57.48 per 1,000 residents during a standard year.

The impacts of poverty and lack of access to positive youth development and academic enrichment programs outside of the school day place students at risk of long-term academic failure and are a missed opportunity to bolster the protective factors being developed inside of the school day. Schools within the Richmond County School System are among the worst in the state and students are making less academic progress than their peers at other schools in Georgia (Georgia Department of Education). The school district serves 29,662 students from Pre-Kindergarten to 12th grade, but more than half of the students do not attend preschool (56.1% vs. 49.7% state average; Georgia KIDS COUNT 2021). Students trail state and national averages in a host of key indicators, including education, health, and economic well-being. These risk factors have resulted in challenges for the community at large, including more than 10% of youth in Augusta ages 16-19 who are not currently enrolled in school and who are not employed (Community Assessment by the CSRA Economic Opportunity Authority, June 2020).

To more precisely understand the needs and identify gaps in services, BGCGA and stakeholders looked at the critical indicators of attendance, behavior, and course performance for students in the targeted schools. These indicators are early warning signs for the risk of academic failure and future dropping out. These risk factors and low protective factors for academic failure compound as Richmond County students progress through elementary and middle school, resulting in academic challenges and a lack of college and career readiness in highschool and beyond.

Need to Improve School Attendance

Chronic absenteeism is a challenge for the targeted schools. Students in the Richmond County School System are absent more than peers across the state, with schools reporting 23.2% of students absent more than 15 days from school in 2023 (compared to 8% in the state; Georgia KIDS COUNT.) The causes of chronic absenteeism are varied, but research has identified the most prevalent being: bad grades, bullying, illness, caring for another family member, mental or emotional health issues, and difficulties with housing or food. Through the needs assessment process, the stakeholders examined how Richmond County students are impacted by these causes of chronic absenteeism. The stakeholder group also recognized that many of these issues are interconnected and complex impacting both risk and protective factors across all three indicators—attendance, behavior,

and course performance.

As noted and detailed in the course performance section below, students in the targeted schools are among the lowest performing. Struggling in class can be demoralizing for students, and leaves them wondering whether it's worth going to school in the first place. However, research shows that free tutoring, mentoring, and after-school programs, are effective ways to inspire confidence in students, and help them feel more welcome in the classroom.

Overall, 25% of children in Richmond County are food insecure, negatively impacting their cognitive development and academic performance (Feeding America's Map the Meal Gap Hub, 2023). Access to healthy foods and nutrition education was among the most highly requested items from parents that emerged through the needs analysis process. Even though 100% of students in Richmond County are eligible for free school lunch, the resources allocated for low-income families have a threshold; and 28% of food-insecure kids cannot access additional resources due to their household income falling within one standard deviation above the poverty line. Without an avenue to access healthy foods, many families turn to convenience foods; low-cost, high-calorie, highly processed, low nutritional value foods, the regular consumption of which often leads to many health issues. The CDC states that consumption of convenience foods "can lead to weight gain, obesity and other chronic conditions that put people at higher risk of at least 13 types of cancer." Over the last several years, Georgia has largely held steady at a statewide obesity rate of roughly 30-31%, according to this year's Kids Count report. The obesity rate for Georgia high school students has continually increased since 2003 and is 34% (2022), placing the state at number 7 out of 51. Data analyzed by the Georgia Health Policy Center pre-pandemic shows that nearly 36% of Georgia students fall into the "needs improvement and needs improvement high risk" category for excess weight or obesity. This data also shows that due to systemic inequities, Black students are 25% more likely to become obese than White students.

There is a complex relationship between obesity and bullying. Research shows that while kids with excess weight are frequently targeted for abuse at school, there also are instances where they are the ones who engage in bullying others. Still, other kids with obesity are trapped in a bully-victim cycle where they are both victim and perpetrator. And in some cases, bullying can even contribute to childhood obesity, as food often becomes a comforting distraction from the abuse they are forced to endure. In an October 2021 survey of parents with students in the targeted schools, 30% said that their child had witnessed or even been subject to bullying at their school.

The lack of social-emotional skills is also interwoven into the causes of bullying, behavior struggles, and chronic absenteeism. And social-emotional development was in high demand for families in our targeted schools: Support for their students in anger management and positive thinking was the second most requested item that parents shared they would like to see prioritized in the GREAT Futures for Teens program. In the words of one parent in a focus group conducted as part of the needs assessment process, "We need help to promote positive behaviors for the kids." Youth experiencing poverty are most often facing substandard housing or homelessness, inadequate nutrition and food security, lack of access to health care, and unsafe neighborhoods. These cumulative effects of living in poverty place youth at risk for having difficulties with self-regulation and executive functions, including inattention, impulsivity, defiance, and poor peer relationships. Poverty also influences students' likelihood of building strong, secure relationships, which are a key component to healthy social-emotional youth development. Strong, secure relationships provide youth with positive guidance, giving them building blocks to build solid, life-long social skills (Jensen, 2009). Students in Richmond County School District have a mobility/churn rate (unduplicated count of grade K-12 students who moved into or out of the school district in a given year) of 31.3%, over double the state average churn rate for public school districts of 12.08% (Governor's Office of Student Achievement, 2023). Richmond County has the fourth-highest churn rate of any school district in the state, reflecting the transition and academic disruption that students are experiencing. Research has shown that student mobility can have deep and pervasive consequences for individual students and the schools they attend. Mobility can harm students' nutrition and health, increase grade retention, and lower academic achievement. High student mobility rates can also disrupt the learning environment in the classroom and throughout the school and have been associated with a negative impact on academic performance (Atlanta Public Schools, Data and Information Group, 2018).

Need for Safe Places & Social-Emotional Development

A lack of support for the healthy social-emotional development of students is impacting classroom behavior. Students at the targeted schools are experiencing disciplinary issues at alarming levels. According to a 2022 report by Georgia Appleseed, Richmond County School District had nearly double the number of out-of-school suspensions compared to the state average (12% vs 6.21%). 66% of OSS cases stem from "Harm to a Person" (Governor's Office of Student Achievement, 2023). Lack of conflict resolution skills leading to astonishingly high out-of-school suspension rates, is rampant- and it affects the feelings of safety for all kids present in the school. Research shows that "turnover of suspended students in and out of the classrooms creates unstable, socially fragmented

environments” including a “negative impact on school culture that affects all students, not just those suspended” (Perry & Morris, 2014). A study by Noltemeyer, Ward, and Mcloughlin in 2015 also found a negative relationship between suspensions and student achievement. As suspension rates increased, student achievement decreased and student dropout rate increased. With high levels of gang activity and gun violence, it’s easy for youth to get caught up in the cycle of poverty, crime, and violence. By cultivating a safe environment for youth to explore and build their social and emotional skills, we can equip our young people with the skills needed to lower the OSS rates and lessen the appeal of gang-related social groupings. (Please see Figure 1 in the attachment for a specific breakdown of student OSS rates by county vs state average across the last 10 years.)

The array of challenges that students and families are confronting elevate the need for a safe place for academic support, social-emotional skill building, enriching programming, and supporting relationships with caring adults who recognize and respond to the traumas they may have experienced due to their environment. Research demonstrates that the most important protective factor that can prevent traumatic experiences from negatively impacting a child's brain architecture, which impacts development and learning, is the presence of a supportive, caring adult (Sacks & Murphey, 2018). Resilience models agree that cultivating resilience to trauma in youth hinges on cultivating relationships with others and their community- which helps them make sense of their experiences (Wekerle et. al, 2020). The deep relationships developed among staff, young people, families, and communities by Boys & Girls Clubs provide a unique opportunity to mitigate the devastating impact that traumatic/toxic stress can have on students. Within this supportive context and aligned with the Richmond County School System’s goals to “improve wellness for all, and ensure a positive learning environment”, BCGCA will implement outcome-focused programming to build intrapersonal skills that further mitigate the effects of trauma and enable success across all areas, including academic success.

Need to Improve Academic Achievement

Specifically, the students in the targeted schools are struggling with academic growth and content mastery, resulting in poor academic performance in Math, Science, English Language Arts, and Social Studies. All targeted schools have received a grade of D or F from the Governor’s Office of Academic Achievement Georgia School Grades Report. Students are struggling to perform on grade level in both English Language Arts and Math. In a post-COVID world, students are struggling to catch up and keep up. Balancing the academic demand with the individualized needs of the kids has school staff overwhelmed.

Content mastery scores in both English and Math are low overall. Most elementary students are not performing on grade level, but by middle school, academic performance is extremely low. Students are also scoring low in academic growth for English Language Arts and Math, indicating that they are not making the same progress toward proficiency as their peers across the state. While the average academic growth for elementary students in the state is 84.4%, elementary students in Richmond County schools overall score only 72.1%. Academic growth in Mathematics is the worst, with an average academic growth of 65.40% for all Richmond County elementary students. Black elementary students in the district score even lower in English Language Arts at just 70.97%, lower than any other ethnic or racial group (2023 College and Career Ready Performance Index). The effects of low content mastery in elementary school can be seen as students move through the school system- struggling with the foundational education elements makes it difficult to build on.

While students at the targeted schools were already struggling, the added ripple effects of COVID-19-related school closures in 2020 and virtual schooling has resulted in academic disruption and unfinished learning- the effects of which we are still experiencing today. A July 2021 study by McKinsey & Company found that nationally, due to systemic inequities, this learning interruption is particularly stark for Black students and students from low-income households. While the pandemic’s impact left students, on average, five months behind in mathematics and four months behind in reading, students in majority-Black schools had an additional month of unfinished learning, and students in low-income schools experienced an additional two months of unfinished learning. From student academic data, parent surveys, and stakeholder interviews, the findings from McKinsey’s national study appear to mirror the experiences of students in Augusta, particularly the schools targeted by this 21st CCLC program that serve student populations that are majority Black and come from low-income households. Richmond County School System teachers reported that 95% of their students were experiencing significant COVID-19 and/or summer learning loss. While nearly half said that this learning loss was significant in all subjects, teachers shared that math was one of the areas of greatest concern, with twice as many teachers naming it over reading. Tutoring was identified as a gap, with a need for more tutoring services that serve as an effective intervention for unfinished learning.

(Word count is 3809) 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.

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 21st CCLC GREAT Futures for Teens program builds on this mission and was developed through a collaborative, community-based approach that was informed by the needs assessment process and designed to meet the needs of targeted 9th-12th grade students. The program will provide students with support in content mastery and academic achievement; social-emotional development; healthy lifestyle choices; and support in increasing parent/family engagement.

The program is designed to meet four primary needs and gaps in services for students and families. Details on each evidence-based program are in section 3.3.1:

IMPROVING ACADEMIC ACHIEVEMENT:

Students need support improving their academic performance, including content mastery and academic growth in both English Language Arts and Math. This includes more time engaging with grade-level content through tutoring services provided by Lead Teachers and curricula resources aligned to the Georgia Standards of Excellence. To improve and/or strengthen academic performance, the BGCGA 21st CCLC GREAT Futures for Teens program will provide:

- Homework Help/Power Hour, which will provide concept reinforcement activities that build on what students learn in school and afford the student space, materials, and program time for students to complete their homework independently;
- Project Learn and Diplomas to Degrees, which provide high-yield learning activities and introduce the concept of academic goal setting;
- Lead Teachers who will be responsible for implementing the instructional academic activities and will direct tutorial services with the assistance of enrichment staff, and volunteers who will provide academic assistance;
- Tutorial services, utilizing curriculum aligned with the school-based curriculum maps (including IXL, aligned to the Georgia Standards of Excellence) and school-day teacher reports, will be provided to students in reading, math, and science;
- Offer a wide array of educational enrichment activities, including in the arts (Digital Arts Contest, Lyricism 101, trips to Morris Museum of Art and Gertrude Herbert Institute of Art) and STEM (DIY STEM and partnerships like Brown Girls Code, Code Fu, and Academy of Engineering).

INCREASING 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
- 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 WellStar/Medical College of Georgia to provide mobile Primary Care services to youth, Teens, families, and staff at no cost.
- Partner with Augusta Locally Grown to support 21st CCLC students and families experiencing food insecurity, as well as to provide healthy food resources and nutrition education to all students in the program;
- Partner with Serenity Behavioral Health System on embedded social-emotional development within the program model, as well as offering student and family member referrals for clinical support services as appropriate.

SUPPORTING SOCIAL-EMOTIONAL LEARNING THROUGH POSITIVE YOUTH DEVELOPMENT:

Students need social-emotional development to support improved attendance and classroom behavior. To strengthen youth development social-emotional abilities & skills, the BGCGA 21st CCLC GREAT Futures for Teens program will:

- Utilize the researched-based and comprehensive prevention SMART (Skills, Mastery, and Resistance Training) Curriculum and Program Suite, including SMART Girls, SMART Leaders, and SMART Moves;
- Engage students in weekly group mentorship programming (using mentoring best practices proven effective in Office of Juvenile Delinquency Prevention mentoring programs) that will improve their understanding and knowledge of self and their roles with others and their community;
- Educate students in understanding the natural and logical consequences of their actions and encourage them to accept responsibility for their behaviors; and
- Address character education and citizenship through classes in leadership and service learning, including Torch Club, a leadership development curriculum, and Passport to Manhood, a character education program for boys;
- Provide group and individual sports options, including basketball, football, baseball, tennis, and golf;
- Utilize research-backed curriculum (including Triple Play, Healthy Habits, and Georgia SHAPE) that teaches students to develop daily physical activity, good nutrition and maintain healthy relationships;
- Expose students to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid risky behaviors such as premature sexual activity and drug use;
- Partner with Serenity Behavioral Health to offer referrals for individualized counseling for youth as needed, with services provided twice a week at the Club and parental consent required before scheduling.
- Partner with E3 Foundation and Project Bbuild to offer mentoring services to youth on a weekly and bi-weekly basis

INCREASING PARENT & FAMILY ENGAGEMENT IN STUDENT EDUCATION:

Students at the targeted schools need robust familial support systems that help ensure they persist academically, despite pervasive risk factors in their neighborhoods and communities such as the high prevalence of gang activity and poverty. To support parents/guardians' engagement in students' educational process, the GREAT Futures for Teens program will:

- Employ a Parent Coordinator responsible for engaging parents in the 21st CCLC program, including things like coordinating wraparound services and relevant referrals; assisting parents/guardians who do not have email addresses to increase access; providing general and targeted communications; and offering training on current virtual platforms used to engage youth and families (including BGCGA's digital youth development platform, MyFuture, and Zoom that will be used in unforeseen, unanticipated periods of Alternate Service Delivery);
- Offer regular Parent and Family Engagement activities every month (planned by the Site Coordinator and Parent Coordinator), providing opportunities for adults to experience what their student is learning and understand how to support their student's academic success.
- Regular communication with parents and family members through MyClubHub, Remind (BGCGA's automated text messaging and robocall platform), and the Dojo app used by educators in Richmond County to send information blasts to parents. This includes partnering with the designated Parent Facilitator, Parent Engagement -Professional, and Parent Engagement Committees in Richmond County to include information about the program in other newsletters, school events, and on digital channels like school websites and social media.
- Extend weekday and weekend hours for technology and Club access as needed, in addition to promoting parent awareness about on-site resources available to them at their child's school, such as Parent Centers. This allows parents to access eSchool for the student's progress. Parents are also allowed to use the computer for personal use.
- Invite parents/guardians to serve on the 21st CCLC GREAT Futures Advisory Council, providing their perspectives and advice on shaping the future of the program;
- Promote the Richmond County Schools Parent and Family Engagement Policy and Title I Parent & Family Engagement components.
- Engage additional community partners who can assist in continued adult workforce development, including Augusta Technical College on their Adult Continuing Education Program (adult literacy programming, GED program, employment services, etc.).

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 for Teens program will foster safe, positive learning environments where all youth can express their voices and choices. Collaboratively, program staff and students develop group norms, encouraging 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 to provide variety (administered twice a year) 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.

(Word count is 1415) 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:
[BGCGA GREAT Futures for Teensneeds_charta144.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs:
[BGCGA GREAT Futures for Teensneeds_chartb144.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus :
[BGCGA GREAT Futures for Teensneeds_charte144.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 and Girls Club of Greater Augusta

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.

Schools Served Chart (2024-2025)

Program Name: BGCGA GREAT Futures for Teens

[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
Academy of Richmond County High School	Richmond	N/A	9-12	1096	<input checked="" type="radio"/> Yes <input type="radio"/> No	99.9 %	20
Lucy C. Laney Early College	Richmond	N/A	9-12	665	<input checked="" type="radio"/> Yes <input type="radio"/> No	99.9 %	15
Westside High School	Richmond	N/A	9-12	906	<input checked="" type="radio"/> Yes <input type="radio"/> No	99.9 %	30

FUNDING REQUEST WORKSHEET

Program Name: BCGGA GREAT Futures for Teens

Site Name: E.W. Hagler Teens Club

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of 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	25.00	36.00	\$5.05	\$6.30	\$301,050.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	30	0	35.00	7.00	\$5.05	\$6.30	\$37,117.50
Summer Break	45	5	35.00	6.00	\$5.05	\$6.30	\$54,337.50
Calculated Total							\$392,505.00

FUNDING REQUEST SUMMARY

Program Name: BGCGA GREAT Futures for Teens

Site	Calculated Total*
E.W. Hagler Teens Club	\$392,505.00
Calculated total of all sites	\$392,505.00
Total allowable budget for this application	\$350,000.00

Program Name: BGCGA GREAT Futures for Teens

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

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

Allocation of resources is based on the Principles of Effectiveness. BGCGA has allocated resources to best achieve the program goals identified above and deliver evidence-based programming to meet the needs of students and their families. The most costly items in the budget are for qualified staff to maintain appropriate staff-to-student ratios. Qualified staff including enrichment staff and lead teachers are essential to the fulfillment of program goals 1, 2, and 3. Other staffing costs include a full-time Site Coordinator who will oversee the entire GREAT Futures for Teens program. An Outcomes & Data Analyst will also be needed to ensure that objectives are being met and that the program is being appropriately assessed and evaluated. Another significant item in the budget is for a Parent Coordinator. The Parent Coordinator will help to fulfill goal 4; increasing parental engagement in the student's education process.

Professional development for all staff will be offered on an ongoing basis throughout the lifetime of the grant and is allocated in the budget. The second most significant expenditures are curricula, computers, and materials used to improve academic achievement and youth development skills. Curricula such as DIY Stem, App Lab, Camelot Learning's Math Intervention, Image Makers, and School Beats are results-proven, research-based tools that will be used to improve English and Language Arts; Math; and Science school grades and standardized tests. Curricula including Money Matters, SMART programming, and Triple Play are all research-based tools that have been allocated in the budget to improve students' ability to demonstrate their knowledge of healthy lifestyles for positive youth development as well as improve character & leadership.

Supplies for the program that have been allocated include STEM supplies such as robotics equipment, physical education supplies, and training manipulatives (magnets, enrichment boards, etc). Enrichment opportunities for field trips have also been allocated in the program budget. Field trips will provide experiences in support of goals 1-3. All allocations for curricula, supplies, and field trips are necessary to deliver a comprehensive program that will support all goals listed above. In addition to staffing, curricula, and supplies, 10% of the budget is allocated for support services. Support services include IT Support and Staff Accountant. External Evaluation will not exceed 3% of the overall budget. All support is necessary to complete program goals in all four areas.

The total costs detailed are reasonable and necessary to serve the proposed program's targeted (65) 9th-12th grade students and families in the Augusta community.

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

Goal 1. Tasks and activities that are targeted to improve academic achievement include daily tutoring and academic enrichment programs. Lead Teachers, enrichment staff, and tutors will implement daily lessons and group tutoring.

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

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

Goal 4. The Parent Coordinator will perform tasks and activities that achieve the goal of increasing

parental/guardian engagement in their student's academic process.

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

The Parent Coordinator will act as the designated staff person who communicates directly with caregivers and family members to invite their involvement and participation with the 21st CCLC GREAT Futures for Teens program. The Parent Coordinator will serve to connect program participants' parents/guardians to the GREAT Futures for Teens program and the targeted school. The Parent Coordinator will develop family plans, coordinate resources for families, and deliver family programs.

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

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

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

The Program Director is responsible for assuring compliance with all state and district policies and procedures, providing accountability to the Advisory Council in coordination with the program evaluator, expanding and managing collaborative relationships, and working with the Resource Development Director to secure sustainability funding. The Program Director is also responsible for program schedule management, staffing of certified personnel and site coordinator, service delivery coordination, special events, assisting with data collection and volunteer solicitation, designing and implementing marketing plans, training and placement for all program components, and maintaining regular communication with partner schools. The Program Director will work jointly with the Site Coordinator to ensure all 21st CCLC FY 25 goals and objectives are fulfilled as they relate to her duties and responsibilities.

c. How the major cost indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the program, and its anticipated outcomes;

Boys & Girls Clubs of Greater Augusta GREAT Futures for Teens program seeks to utilize 21st CCLC funding to provide quality academic enrichment and youth health, social, emotional, and life skills development by providing high quality instruction after school and during Summer Camp using Lead Teachers and Academic Enrichment staff.

The major costs indicated in the Budget Summary are allocated for staffing, program supplies, and computers. Staffing costs are necessary and reasonable to maintain a 1:10 staff-to-student ratio for academic enrichment and a 1:15 staff-to-student ratio for enrichment program sessions. The personnel costs include prorated salary percentages of the Program Director, Site Coordinator, Outcomes & Data Analyst, certified instructional teachers, and enrichment staff. These costs include prorated fringe benefits, background checks, and professional development.

The total projected cost to serve 65 unduplicated youth with a high-quality year-round program is \$507,000. Per student served, the estimated cost is \$7,800. The elevated cost per child is due to the addition of certain staff positions that will support the goals of the program, particularly in terms of low staff-to-student ratios. Positions to be added include 2 Lead Teachers, a Parent Coordinator, a Outcomes & Data Analyst, and 5 additional enrichment staff. The role of the Program Director will be expanded to meet the requirements of managing the grant. Additionally, the purchase of computer equipment and other program curriculum supplies enhances the quality of programs offered and significantly increases the service cost per child.

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

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

e. How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination

All staff supported with 21st CCLC funds will perform work directly related to the GREAT Futures for Teens program. Percentages of time of existing BGCGA full-time staff have been allocated to accomplish tasks related to the program, limiting administrative expense to the program. Salaries are determined via Boys & Girls Clubs of America (BGCA) guidelines. Beginning in 1997, BGCA conducted a formal study that would meet Club needs for fair, equitable, and competitive compensation levels which would enable Clubs to attract, retain, and reward staff. The study was first completed in 1998 and is updated approximately every 3 years and includes trends in inflation.

(Word count is 1714)

WORKING CAPITAL ANALYSIS WORKSHEET
2024-2025

Applicant Name: Boys and Girls Club of Greater Augusta

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*	\$ 371,709.00

Calculation of recommended working capital requirement:	
Proposed annual budget of the 21st CCLC program	\$ 350,000.00
Number of months of operation (including summer, if applicable)	12
Estimated monthly working capital requirement	\$29,166.67
Necessary working capital for 3 month period	\$87,500.00

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

FY25 RFP Budget Details For Year 1 (FY25)

Program name: BGCGA GREAT Futures for Teens

Fiscal agent name: Boys and Girls Club of Greater Augusta

Budget updated on (date): 01/30/2024

					Sum:	\$350,000.00	Maximum Amount Allowed: \$350,000.00
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 Teachers - (\$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 Teachers - (\$30 per/hr @ 20hr/wk @ 6 wks) Summer Program
2025	1000 / 110	1000	110	2	\$2,400.00	\$4,800.00	2 Lead Teachers - (\$30 per/hr @ 5hr/day @ 16 days) Holidays
2025	1000 / 140	1000	140	5	\$9,900.00	\$49,500.00	Enrichment Staff-5(\$15 per/hr @ 25hr/wk @ 36 wks) After School Program - includes 1hr/day for planning time; reduced calculation to \$11/hr due to current budget restraints
2025	1000 / 140	1000	140	5	\$1,650.00	\$8,250.00	Enrichment Staff-5(\$15 per/hr @ 25hr/wk @ 6 wks) Summer Camp Program; reduced calculation to \$11/hr due to current budget restraints
2025	1000 / 140	1000	140	5	\$880.00	\$4,400.00	Enrichment Staff-5(\$15 per/hr @ 5hr/day @ 16 days) Holidays; reduced calculation to \$11/hr due to current budget restraints
2025	1000 / 200	1000	200	1	\$4,223.00	\$4,223.00	Fringe Benefits for Lead Teachers calculated at 7.65%
2025	1000 / 200	1000	200	1	\$4,754.00	\$4,754.00	Fringe Benefits for Enrichment Staff calculated at 7.65%
2025	1000 / 300	1000	300	1	\$12,000.00	\$12,000.00	Contracted Services - workforce readiness (DRJ Ministries, Arts Council, E3 Foundation, Karate, Barbering, etc.); We will consult with GADOE before implementation
2025	1000 / 300	1000	300	1	\$35,000.00	\$35,000.00	Contracted Saturday Programming - mentoring, tutoring, STEM, computer services, interview preparation, etc.

2025	1000 / 610	1000	610	1	\$20,781.00	\$20,781.00	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	1000 / 615	1000	615	1	\$17,000.00	\$17,000.00	Technology - laptops and/or ipads to support digital learning; by using the technology, members will access IXL and other enrichment & educational resources, reading materials and support, research, coding, etc. Members will also be ready to research colleges, apply to jobs, build resumes, etc. Items will also be used to administer assessments throughout the year. Calculated at 20 @ \$850 each.
2025	1000 / 616	1000	616	1	\$10,000.00	\$10,000.00	Furniture - tables, bookshelves, seating, storage components
2025	2100 / 177	2100	177	1	\$7,920.00	\$7,920.00	Parent Coordinator (\$15 per hour @ 20 hr/wk @ 36 weeks) - After School; reduced calculation to \$11/hr due to current budget restraints
2025	2100 / 177	2100	177	1	\$1,320.00	\$1,320.00	Parent Coordinator (\$15 per hour @ 20 hr/wk @ 6 weeks) - Summer Camp; reduced calculation to \$11/hr due to current budget restraints
2025	2100 / 177	2100	177	1	\$880.00	\$880.00	Parent Coordinator (\$15 per hour @ 5hr/day @ 16 days) - Holidays; reduced calculation to \$11/hr due to current budget restraints

2025	2100 / 191	2100	191	1	\$36,000.00	\$36,000.00	Site Coordinator's annual salary = \$48,000/year - works 30 hours per week on 21st CCLC programming (75% of salary)
2025	2100 / 200	2100	200	1	\$10,800.00	\$10,800.00	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	2100 / 530	2100	530	12	\$200.00	\$2,400.00	Telephone and Internet Access 12 months @ \$200/month;
2025	2213 / 300	2213	300	1	\$1,500.00	\$1,500.00	Training & Development - onsite (includes consultant fees for training & travel). We will consult with GADOE to obtain prior approval.
2025	2213 / 580	2213	580	1	\$1,500.00	\$1,500.00	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	\$1,500.00	\$1,500.00	Registration fees for professional development training workshops. We will consult GADOE to obtain prior approval.
2025	2100 / 810	2100	810	100	\$20.00	\$2,000.00	Field Trip student admissions (2 trips @ \$20 per child @ 50 students) Field trips will reinforce learning objectives from weekly programs. Field trips include places like Columbia Zoo, Edventure, Atlanta Aquarium. Workplace development opportunities
2025	2230 / 142	2230	142	1	\$6,336.00	\$6,336.00	Outcomes & Data Analyst Salary (approx. \$22/hr; works 36 hours per week on 21st CCLC programming for 48 weeks) - Salary is split evenly among all 6 possible subgrants - 6 hours per subgrant
2025	2230 / 190	2230	190	1	\$8,750.00	\$8,750.00	Program Director: \$70,000 annual salary, works 40 hours per week, 12 months of the year; amount of salary requested at 12.5% due

							to budget constraints and time spent on other 21st CCLC grants; salary will be properly allocated based on new grant awards
2025	2230 / 200	2230	200	1	\$2,625.00	\$2,625.00	Program Director Fringe Benefits (30%)
2025	2230 / 200	2230	200	1	\$1,901.00	\$1,901.00	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	\$11,836.00	\$11,836.00	Indirect Costs @ 3.5%
2025	2500 / 148	2500	148	1	\$2,700.00	\$2,700.00	Staff Accountant (Full time employee - Annual salary \$45,000; 60% (approx. 24 hours/week) of salary is allocated to 21st CCLC funding. Salary will be split evenly among the 6 possible subgrants (10% of total working hours)
2025	2500 / 200	2500	200	1	\$810.00	\$810.00	Fringe Benefits - Staff Accountant (calculated @ 30% of salary applicable to this grant) - includes payroll taxes and health insurance.
2025	2700 / 300	2700	300	1	\$13,125.00	\$13,125.00	Transportation - \$3.75 per mile reimbursement rate for an estimated 3500 miles for afterschool (rate includes vehicle fuel, maintenance, & driver), college tours, and workforce opportunities
2025	2700 / 300	2700	300	2	\$2,000.00	\$4,000.00	Transportation - charter bus rental for field trips (1 bus per trip estimated at \$2000/bus);
2025	2900 / 300	2900	300	1	\$9,450.00	\$9,450.00	External Evaluation calculated at 3%; \$10,000 - reduced budgeted amount due to current budget restraints

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		\$350,000.00		\$350,000.00		\$350,000.00		\$315,000.00		\$280,000.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$221,108.00	63.17	\$221,108.00	63.17	\$221,108.00	63.17	\$199,195.70	63.24	\$177,294.40	63.32
2100	Pupil Services	\$61,859.00	17.67	\$61,859.00	17.67	\$61,859.00	17.67	\$55,723.10	17.69	\$49,337.20	17.62
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$4,500.00	1.29	\$4,500.00	1.29	\$4,500.00	1.29	\$4,050.00	1.29	\$3,600.00	1.29
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$20,612.00	5.89	\$20,612.00	5.89	\$20,612.00	5.89	\$18,400.80	5.84	\$16,439.60	5.87
2300	General Administration (for Federal Indirect Cost)	\$11,836.00	3.38	\$11,836.00	3.38	\$11,836.00	3.38	\$10,552.40	3.35	\$9,268.80	3.31
2500	Support Services - Business	\$3,510.00	1	\$3,510.00	1	\$3,510.00	1	\$3,159.00	1	\$2,808.00	1
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	\$17,125.00	4.89	\$17,125.00	4.89	\$17,125.00	4.89	\$15,414.00	4.89	\$13,692.00	4.89
2900	Other Support Services	\$9,450.00	2.7	\$9,450.00	2.7	\$9,450.00	2.7	\$8,505.00	2.7	\$7,560.00	2.7
Total		\$350,000.00		\$350,000.00		\$350,000.00		\$315,000.00		\$280,000.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	282,967.00	80.84	282,967.00	80.84	282,967.00	80.84	254,918.80	80.93	226,631.60	80.94
	Administrative Expenses (2230, 2300 and 2500)	35,958.00	10.27	35,958.00	10.27	35,958.00	10.27	32,112.20	10.19	28,516.40	10.18
Code	Less:										
2230/300	Audit	\$1,000.00	0.29	\$1,000.00	0.29	\$1,000.00	0.29	\$750.00	0.24	\$750.00	0.27
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	\$11,836.00	3.38	\$11,836.00	3.38	\$11,836.00	3.38	\$10,552.40	3.35	\$8,268.80	2.95
	Sub-Total	\$12,836.00	3.67	\$12,836.00	3.67	\$12,836.00	3.67	\$11,302.40	3.59	\$9,018.80	3.22
	Net Administrative Expenses	\$23,122.00	6.6	\$23,122.00	6.6	\$23,122.00	6.6	\$20,809.80	6.6	\$19,497.60	6.96
2900/300	External Evaluation expense	\$9,450.00	2.7	\$9,450.00	2.7	\$9,450.00	2.7	\$8,505.00	2.7	\$7,560.00	2.7

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 [Boysand_wages_145.pdf](#)

Audit and Financial Statements

Download a copy of [Boysand_financials_145.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: BGCGA GREAT Futures for Teens

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.

HISTORY OF SUCCESS

Given the gravity of the needs and gaps, it is imperative to identify the level of successful impact that past 21st CCLC grant funding has afforded the youth served by Boys & Girls Clubs of Greater Augusta (BGCGA), the organization, and the community. According to the 2022-2023 21st CCLC Summative Evaluation Report for BGCGA's current 21st CCLC program in partnership with Richmond County School System, of the 60 9-12 graders attending the Teen Club,

- 82% of participants attended 30 or more days
- 79% of regularly attending participants demonstrated a fitness level in the Healthy Fitness Zone
- 84% of students reported the program helped them complete and turn in homework on time
- 91% of students say they like the program
- 95% of parents are satisfied with the program
- 84% of parents reported the program is helping to improve their child's behavior
- 62% of teachers say participants show an improvement in academic performance

(Data from 2022-2023 Summative Evaluation of Boys & Girls Clubs of Greater Augusta 21st CCLC program)

OUT-OF-SCHOOL TIME & YOUTH DEVELOPMENT PROGRAM EXPERTISE

For 72 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 Greater Augusta Area who are in greatest need of support, providing high-quality out-of-school time programs after school and during summers that improve youth academics, healthy lifestyles, and character and leadership skills. In 2023, BGCGA served more than 4,700 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.

Data and insights demonstrate that students who participate in BGCGA programs, particularly those who attend regularly, demonstrate positive youth outcomes across several key indicators for academic success, health and wellbeing, and good character and leadership. Overall, 88% of students report receiving mostly As and Bs in school and 84% believe the things they are learning in school are going to be Important or Very Important for them later in life (2020 National Youth Outcomes Initiative Results, BGCGA). The program has also been proven effective for students who need the most support: 76% of low-income Club members ages 12 to 18 who attend the Club regularly reported receiving mostly As and Bs, compared to 67% of their peers nationally. Ultimately, 98% of

regularly attending Club members graduate high school on time, with a plan for their future.

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 21st CCLC programs/funds across 3 counties.

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 GREAT Futures for Teens (e.g., high-poverty, single-parent households). For example, the 2022-2023 summative evaluation report for BGCGA's GREAT Futures for Teens program serving 9th-12th 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 AND CURRICULA

The BGCGA GREAT Futures for Teens 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, low English Language Arts and Math content mastery, and inadequate academic growth. Please reference the program schedule attachment (uploaded) for sample program schedules and rotation information. In addition to academic tutoring from Lead Teachers, students will rotate enrichment activities in 20-minute time blocks.

Utilizing after school best practices, The E.W. Hagler Teens 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 BGCGA 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. These identified needs and services directly align with and support the Richmond County School System's 2020-2025 Strategic Plan, including; Improving content mastery, increasing post-high school readiness, improving parent communication, developing collaborative partnerships, improving relationships between home and school, improving wellness for all, and ensuring a positive learning environment.

Supporting Academic Needs:

To support Goal 1, all academic program content has been aligned with the Georgia Standards of Excellence to support the 21st CCLC 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).

A 2008 study, sponsored by the U.S. Department of Education, identified 13 indicators of success in

delivering quality content and maintaining effective functionality in an [21st CCLC] after school setting.

Those indicators include:

1. Setting of clear goals for content area practice (i.e. literacy, math, science, arts, technology, and homework help)
2. Alignment of research-based activities to achieve goals
3. Alignment of practice content materials with state standards
4. Links between practice content activities and day-school activities
5. Use of research-based curriculum and teaching strategies
6. Provision of a positive program environment
7. Employment of motivational strategies to engage students in learning
8. Promotion of student engagement (e.g., encouraging meaningful experiences)
9. Effective program management/support/resources (e.g., staff/student ratio, staff educational experience, ongoing evaluation)
10. Provision of opportunities for student practice
11. Periodic evaluation to check program effectiveness
12. Periodic assessment to review student progress
13. Resetting goals according to assessment results

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

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.

In addition to IXL, the GREAT Futures for Teens 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). BGCGA 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.

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

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

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

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

In alignment with the BGC's vision for all members to be "on track to graduate from high school with a plan for the future," GREAT Futures for Teens will utilize a development framework to ensure workforce readiness and access among youth. Students attending the schools targeted by the program are not reading at grade level and have low proficiencies in core courses of English and Mathematics. To ensure GREAT Futures for Teens participants have a plan for their future, members are introduced to career exploration and financial literacy. BGCGA's Life & Workforce Readiness initiative will help members define a path to success providing them with the skills, mentoring, and support they need to achieve a great future. Through the workforce development program, not only will members be more than prepared to enter the workforce, but local employers will look to BGC Clubs as partners in preparing the next generation of employees and business leaders. The approach to workforce development starts as planning and training for first jobs and career paths. Programs such as BGC Career Launch and Money Matters programs each offer 8-12 hours of content with lessons presented each week.

Career Launch encourages students ages 13-18 to assess their skills and interests; explore careers through job shadowing and field trips; make sound educational decisions; and prepare members to join the nation's workforce. Local business partnerships with organizations such as T-Mobile ensures the success of Career Launch and introduces GREAT Futures for Teens students to real-life career opportunities.

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

Increasingly, the workforce of tomorrow will rely on technology. The proposed GREAT Futures for Teens program integrates many research-based components of technology and engineering to ensure members are STEM ready. Utilizing partnerships, students will engage in a project-based approach that develops critical thinking, problem solving and other skills critical to success in the STEM workforce and beyond.

Research supports what educators and parents have long known: strong afterschool and summer programs produce results for children and youth. There is growing evidence that quality afterschool programs make a positive difference in the areas that contribute to school success—higher attendance, better grades and improved self-confidence (Huang et al., 2017; George, Cusick, Wasserman & Gladden, 2017). There is substantial evidence that summer learning loss is a serious problem that disproportionately affects low-income students. Equally compelling is the mounting evidence that quality programs can prevent, or even reverse, summer learning loss and prepare young people to begin the next grade ready to learn and build upon their previous success (Borman, Goetz, & Dowling, 2009). A vast majority of the students targeted by the proposed GREAT Futures for Teens program reside in low-income households with 100% receiving free or reduced lunch. Multiple studies have shown that low-income students experience an average two-month reading gap during the summer (Bennett, 2017). This gap is often referred to as a “summer slide” and is cumulative and can ultimately impact graduation rates and college readiness. To combat or reverse this phenomenon, the proposed GREAT Futures for Teens program will employ Summer Brain Gain— a curriculum which keeps students engaged with their knowledge base. Please refer to the attached chart for additional details on the current evidence-based curriculum.

Social-Emotional Learning For Positive Youth Development & Healthy Habits

To support Goals 2 and 3, the GREAT Futures for Teens program 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. 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.

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 will be implemented twice annually (fall and spring). Student sessions will occur twice a week for 30 minutes 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.

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, middle, and high school youth. These learnings will be leveraged within the GREAT Futures for Teens 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. 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).

Character & Leadership education is a critical component of social and emotional learning that promotes core virtues, moral sensitivity, moral commitment, ethical reasoning, and personal growth aspirations (Kidron, 2018). To provide excellent Character & Leadership development, the proposed GREAT Futures for Teens program will employ two results-proven programs. The first is the Keystone Club. The Keystone Club “offers teens the ability to learn an important initiative in their community, one that helps not only their peers and their community, but also themselves” (Swigert & Boyd, 2010).

The six core areas of Keystone Club include:

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

Keystone has been a part of BGCA programming for nearly 40 years. Research on a BGC Keystone alumni cohort showed that Keystone Club greatly impacted their abilities to lead groups, helped and improved their facilitation skills, and instilled self-confidence for speaking in front of groups (Swigert & Boyd, 2010). Targeted students of the proposed GREAT Futures for Teens program reside in homes with incomes well below the poverty line. Research published by Pediatrics shows that poverty can adversely affect children’s mental health and the effects of poverty affect children’s social-emotional functioning. To further address these needs, the GREAT Futures for Teens program has developed a counseling component that will work to complement the academic and healthy lifestyles components. GREAT Futures for Teens will partner with Serenity Behavioral Health, which will provide monthly group activities centered on positive social-emotional development. Students who have Medicaid or other forms of insurance are eligible to receive individual and family counseling from Serenity.

Utilizing the framework set forth by Georgia Standards of Excellence, the GREAT Futures for Teens program introduces students to multiple fine arts subjects including dance, drama, media art, music, and visual art. A 2012 report from the National Endowment for the Arts showed that by nearly every indicator studied, “a student from a low-socioeconomic (SES) background with a high-arts education experience significantly outperformed peers from a low arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers” (O'Brien, 2013). The GREAT Futures for Teens program integrates the arts throughout the proposed 21st CCLC program. This framework supports the development of self-expression and creative thinking skills, critical components to positive social-emotional development as well. Art programs will be offered year-round in a block format providing at least 2 hours of weekly participation. In addition, BGCGA will utilize partners such as the Jessye Norman School of the Arts to provide weekly classes tailored to support academic topics during the afterschool and summer programs. Partnerships with entities like Jessye Norman School of the Arts also provide exposure to music, dance, and theatrical performances to program participants. Through research-based programs and curriculum, targeted students will be provided diverse experiences in multiple mediums including the ImageMakers photography program, exposure to classic literature through book clubs, and introduced to classical and modern artists such as Rembrandt and Frida Kahlo. Digital Arts curriculum will be utilized to provide animated tutorials that guide students in developing skills in web design, graphic design, digital photography, music making, and movie production.

Fostering Parent & Family Engagement

To accomplish Goal 4, Increase Parent & Family Engagement, the GREAT Futures for Teens 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. 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. Love Notes was included in the U.S. Office of Adolescent Health's list of evidence-based program directories 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 (please see the Program Partners Table), BGCGA will also connect parents to continuing education and workforce development opportunities. For example, through a partnership with Augusta Technical College's Adult Continuing Education program, parents of students in the GREAT Futures for Teens 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

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 safe, supportive, interactive, and engaging environments that are foundational to youth development. 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 evidence and the experience of practitioners to improve the quality of youth experiences in afterschool and summer programming from the ground up. 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 training 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 well aligned to the 9 Georgia ASYD Quality elements: programming & youth development; linkages to the school day; environment & climate; relationships; health & well-being; staffing & professional development; organizational practices; evaluation & outcomes; and family & community partnerships. BGCGA uses both frameworks to design research-based program components for the 21st CCLC and to continuously assess and improve program quality. BGCGA has addressed all nine Georgia ASYD quality elements throughout this application narrative.

Ample training will be provided to program staff and sufficient management structure is in place 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 conducted by Boys & Girls Clubs of America has found that when young people at a Club have a high-quality experience defined by members 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 2020 National Youth Outcomes Report).

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Goals

All GREAT Futures for Teens program Goals and corresponding Objectives have been inputted into the RFP application system, including Measurable Objectives and Measurement Tools, Activities & Timeframes, and a unique Alternate Delivery Model Plan.

Goals:

- 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

Alternative Delivery Method:

VIRTUAL PROGRAMMING DELIVERY

BGCGA will partner with Richmond 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 Richmond 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.

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: BGCGA GREAT Futures for Teens

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 reading as measured by GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results	1.1) GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results	1.1.1) Reading Tutors	1.1.1) daily throughout the school year and summer	
			1.1.2) BGCA research-based academic curriculum programs		
			1.1.3) IXL Learning online assessment and instruction	1.1.2) 2x a week throughout the school year and summer, specific to reading	
			1.2.1) Reading Tutors		
			1.2.2) BGCA research-based academic curriculum programs	1.1.3) 2x a week throughout the school year and summer, specific to reading	
			1.2.3) IXL Learning online assessment and instruction		
	1.2) Annually, 50% of regularly participating students will improve grade and/or maintain an “A” or “B” in reading on report cards as measured by GA	1.2) GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results	1.3) GA Milestones Assessment, Report Card Grades, BGCA Academic	1.3.1) Math Tutors	1.2.1) daily
				1.3.2) BGCA research-based academic curriculum programs	
				1.3.3) IXL Learning online assessment and instruction	1.2.1) daily
				1.4.1) Math Tutors	
				1.4.2) BGCA research-based academic curriculum programs	1.2.1) daily
				1.4.3) IXL Learning online assessment and instruction	

	<p>Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results</p> <p>1.3) Annually, 50% of regularly participating students will meet or exceed state standards in math as measured by GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results</p> <p>1.4) Annually, 50% of regularly participating students will improve grades and/or maintain an “A” or “B” in math on report cards as measured by GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results</p>	<p>Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results</p> <p>1.4) GA Milestones Assessment, Report Card Grades, BGCA Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results</p>		<p>throughout the school year and summer</p> <p>1.2.2) 2x a week throughout the school year and summer, specific to reading</p> <p>1.2.3) 2x a week throughout the school year and summer, specific to reading</p> <p>1.3.1) daily throughout the school year and summer</p> <p>1.3.2) 2x a week throughout the school year and summer, specific to math</p> <p>1.3.3) 2x a week throughout the school year and summer, specific to math</p> <p>1.4.1) daily throughout the school year and summer</p> <p>1.4.2) 2x a week throughout the school year and summer, specific to math</p> <p>1.4.3) 2x a week throughout the school year and summer, specific to math</p>
2) Increase knowledge of Healthy Lifestyle Choices	2.1) 65% of regularly participating students will increase knowledge of healthy eating habits and	2.1) BGCA Research Based Culture of Wellness Curriculum Programs as identified and detailed in	2.1.1) BGCA Research Based Culture of Wellness Curriculum Program 2.1.2) Triple Play, Mind Body & Soul Activities	2.1.1) 2x weekly throughout the school

	<p>cardiovascular fitness as measured by Pre/Post tests, Attendance records and Self Reports.</p> <p>2.2) 65% of regularly participating students will increase their knowledge of avoidance of risk taking behaviors as measured by Pre/Post tests, teacher and afterschool staff observations & reports, and self reports.</p>	<p>ProgramGoals Narrative, Pre/Post Tests, Attendance records, Member self-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 & After school staff observations & reports, Attendance records, Member self-reports, Discussion Groups.</p>	<p>2.1.3) Discussion Groups</p> <p>2.2.1) BGCA Research-Based Evidence Based SMART Curriculum Programs</p> <p>2.2.2) Triple Play, Mind Body & Soul Activities</p> <p>2.2.3) Discussion Groups</p>	<p>year and summer</p> <p>2.1.2) weekly throughout the school year and during the summer</p> <p>2.1.3) weekly throughout the school year and during the 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 during the summer</p> <p>2.2.3) weekly throughout the school year and during the summer</p>
<p>3) Improve social, emotional, and life skills for positive youth development</p>	<p>3.1) Annually, 65% of regularly participating students will Increase their knowledge of conflict resolution techniques as measured by curriculum measures, identified in the Program Goals Narrative as measured by the teacher and after school staff observations & reports, pre/post-tests, and student self-reports.</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 and ability to exercise self and social management as measured by teacher and after-school staff observations & reports,</p>	<p>3.1) BGCA research-based curriculum as identified and detailed in Program Goals Narrative (including SMART Curriculum suite and Positive Action), Pre/Post Tests, Teacher and after-school staff observations & reports, Attendance records, student self-reports and survey data from the National Youth Outcomes Initiative, Discussion Groups</p> <p>3.2) Attendance Records, BGCA research-based curriculum as identified and detailed in Program Goals Narrative (including SMART Curriculum suite and Positive Action), Pre/Post Tests, Teacher and after-school staff observations & reports, student self-reports and survey data from the National Youth</p>	<p>3.1.1) BGCA Research-Based Wellness Curriculum programs and SMART suite</p> <p>3.1.2) Triple Play Mind Body & Soul Activities</p> <p>3.1.3) Positive Action and Student Discussion Groups</p> <p>3.2.1) BGCA Research-Based Wellness Curriculum programs and SMART suite</p> <p>3.2.2) Triple Play Mind Body & Soul Activities</p> <p>3.2.3) Positive Action and Student Discussion Groups (Including community service projects)</p> <p>3.3.1) BGCA Research-Based Wellness Curriculum programs and SMART suite</p> <p>3.3.2) Triple Play Mind Body & Soul Activities</p> <p>3.3.3) Positive Action and Student Discussion Groups</p>	<p>3.1.1) weekly throughout the school year and summer</p> <p>3.1.2) weekly throughout the school year and daily throughout the summer</p> <p>3.1.3) 3x weekly throughout the school year and summer.</p> <p>3.2.1) 2x weekly throughout the school year and summer.</p> <p>3.2.2) weekly throughout the school year and</p>

	pre/post-tests, and student self-reports.	Outcomes Initiative, Discussion Groups 3.3) BGCA research-based curriculum as identified and detailed in Program Goals Narrative (including SMART Curriculum suite and Positive Action), Pre/Post Tests, Teacher and after-school staff observations & reports, Attendance records, student self-reports and survey data from the National Youth Outcomes Initiative, Discussion Groups		daily throughout the summer 3.2.3) 3x weekly throughout the school year and summer. 3.3.1) 2x weekly throughout the school year and summer 3.3.2) weekly throughout the school year and daily throughout the summer 3.3.3) 3x weekly throughout the school year and summer.
4) Increase Parental Engagement/Involvement in Students' Educational Process	4.1) Annually, 65% of regularly participating students' families participate in at least one parental involvement activity (offered monthly) on personal growth or strategies to support the academic outcomes of their students as measured by activity sign-in sheets, parent satisfaction surveys, parent feedback on student's academic performance and IXL reports, and observations 4.2) Annually, 50% of regularly participating students' families will volunteer at the program at least one time.	4.1) Event/activity sign-in sheets, parent satisfaction surveys, Parent feedback on student's academic performance and IXL reports, observations 4.2) Event Sign-In Sheets, After-school staff reports, Volunteer Log	4.1.1) Parent Workshops-topics: Grade Level Performance, Grade Proficiency Requirements, Social Emotional Development, Health, Nutrition & Wellness 4.1.2) Parent Coordinator contacts & visits 4.1.3) Assist with Parent Email Account Set Up 4.1.4) Access to computer lab for parents 4.2.1) Parent Coordinator contacts & visits 4.2.2) Establish/Maintain/Communicate via Email 4.2.3) Mail/Email Club newsletters to parents	4.1.1) monthly and as needed throughout the school year and/or summer 4.1.2) weekly and as needed throughout the school year and/or summer 4.1.3) as needed throughout the school year and/or summer 4.1.4) as needed throughout the school year and/or summer 4.2.1) weekly and as needed throughout the school

				year and/or summer
				4.2.2) weekly and as needed throughout the school year and/or summer
				4.2.3) monthly and/or as needed throughout the school year and/or summer

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 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 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.

2) Increase knowledge of Healthy Lifestyle Choices

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.

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

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 can also be delivered as designed through this modality if necessary.

4) Increase Parental Engagement/Involvement in Students’ Educational Process

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.

SAVE

Program Name: BGCGA GREAT Futures for Teens

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.

The GREAT Futures for Teens program will operate from 2:30 p.m. to 7:00 p.m. Monday-Friday for 15 hours per week/36 weeks during the school year, not including transportation time to the program, thus exceeding the 12-hour minimum requirement. GREAT Futures for Teens will offer services on most school holidays from 9:00 am to 2:00 pm. A 6-week Summer Enrichment program will be offered from 9:00 a.m. to 2:00 p.m. Monday-Friday. The summer program will offer adapted program activities using a weekly thematic approach. A nutritious snack will be served to all members who attend the program. During summer programming, students receive breakfast (arrival time-dependent) as well as lunch and an afternoon snack. Students are placed into small groups by grade and rotate through program areas. GREAT Futures for Teens offers a wide variety of interest-based programs and activities, based on the parent and student feedback received during the planning process. As such, students may elect to participate in certain areas (i.e., guitar vs. dance or garden project vs. sports clinic). Family engagement activities are held at least once per month during program hours. In addition to this programming, additional, dedicated parent and family engagement will help families to support the academic performance and social-emotional development of their student, as well as provide adult education opportunities and increase access to wraparound services. Please refer to the sample schedule for afterschool and holiday schedule examples.

(Word count is 231)

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

E.W. Hagler Teens Club

After School Program: [E.W. Hagler Teens Club_as_program_144_45.pdf](#)

Weekend/Holidays Program: [E.W. Hagler Teens Club_ns_program_144_45.pdf](#)

Summer Program: [E.W. Hagler Teens Club_sb_program_144_45.pdf](#)

21st CCLC SITE PROFILE FORM (2024-2025)

21st CCLC Site Name	E.W. Hagler Teens Club	County	Richmond
Physical Address	206 Milledge Rd		
City	Augusta	Zip Code	30904
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
After School 9-12		65	from Funding
Weekends/Holidays 9-12	Weekends/Holidays	30	Request Worksheet
Summer 9-12	Summer	50	
Enrichment Student to Staff Ratio	Academic Student to Staff Ratio		
1:15	1:10		
SITE CONTACT INFORMATION			
Site Contact Name	Amisha Webb	Phone	762.333.8733
		Email	awebb@bgcgreateraugusta.org
Regular School Year Program for Students			

AFTER SCHOOL PROGRAM Site Schedule						
After School Program Start Date	8/5/2024					
After School Program End Date	5/23/2025					
Total # Days After School	180					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	2:00 PM	2:00 PM	2:00 PM	2:00 PM	2:00 PM	Total Weekly Hours After School
Service End Time (e.g., 6:00 PM)	7:00 PM	7:00 PM	7:00 PM	7:00 PM	7:00 PM	25.00 of 25.00 hours
WEEKEND and HOLIDAYS Site Schedule (if applicable)						
List Days Site Will Be Open (e.g., 10/16/24, 10/22/24)	9/3, 10/10, 10/11, 10/15, 11/11, 11/25, 11/26, 12/26, 12/27, 12/30, 12/31, 1/3, 2/14, 2/18, 3/1					
Total # Non-School Days	37					
	SAT	SUN	HOLIDAYS			
Service Begin Time (e.g., 9:00 AM)	9:00 AM		12:00 PM	Total Hours Populate Automatically. Please do not copy and paste information as this may prevent formulas from working properly		
Service End Time (e.g., 4:00 PM)	2:00 PM		7:00 PM			
TOTAL HOURS PER DAY	5.00	0.00	-5.00			
Summer Programs for Students						

Summer Site Schedule for Typical Week						
Summer Program Start Date	6/2/2025					
Summer Program End Date	7/18/2025					
Total # Days Summer Program	30					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	Total Summer Hours per Week
Service End Time (e.g., 4:00 PM)	7:00 PM	7:00 PM	7:00 PM	7:00 PM	7:00 PM	35.00 of 35.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						

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

Service End Time (e.g.,
8:00 PM)

Program Name: BGCGA GREAT Futures for Teens

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 for Teens program proposes to serve 65 unduplicated students. Student recruitment will include referrals from parents and regular school day staff through regular meetings and communication on student needs and opportunities with the 21st CCLC Program Director. BGCGA will work with Richmond County School System personnel and families to identify students who meet at least one of the following criteria: not proficient in English Language Arts and/or Math; identified as chronically absent; discipline challenges; and/or low income. The program will accept students on a first-come first-served basis with priority given to those students identified with educational difficulties (i.e. low standardized test scores, etc.) These identified needs directly align with and support the Richmond County School System's 2020-2025 Strategic Plan, including: Improving early literacy and numeracy skills, improving content mastery, increasing post-high school readiness, improving parent communication, developing collaborative partnerships, improving relationships between home and school, improving wellness for all, and ensuring a positive learning environment.

BGCGA will implement a multi-faceted recruitment plan to ensure as many families as possible are aware of the program. Information will be given out at school registration and recruitment flyers will be strategically placed throughout the community to reach low-income, high-needs students and families. Within the broader community, BGCGA will distribute program information through our partner organizations such as food pantries, Augusta University, Broad Street Ministry Center downtown, religious organizations, library branches, the Salvation Army Ray & Joan Kroc Community Center, and other social agencies that provide services to families. BGCGA staff will recruit by participating in school functions as guest speakers, classroom helpers, field day volunteers, and awards day and assembly guests to build relationships with students and teachers. Practical strategies that have been proven effective for different ages and grade levels will also be used, such as recruiting middle school students in pairs or groups and using students as peer recruiters (Middle School Students and Out-of-School Time: Barriers to Participation and Strategies for Recruitment and Retention).

Regular participation is key to achieving positive youth outcomes. In 72 years of service to youth, BGCGA has learned that the most effective retention strategy for our youth in after-school programming is to provide quality, interesting, and fun programs; create leadership opportunities for youth served within the program; gather and respond to current youth interests; and employ adults who genuinely care and understand youth. BGCGA uses the five key components of youth development: a safe, positive environment; supportive relationships with caring adults; fun; opportunities and expectations; and recognition. BGCGA staff closely monitors attendance and reaches out to caregivers to promote and ensure regular attendance.

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

Researchers have found that extrinsic rewards can complement or increase intrinsic motivation (Rigby et al, 1992). For extrinsic rewards to be effective they have to be based on the fundamentals that support student motivation, autonomy, and relatedness (Self Determination Theory). The incentive plan for the GREAT Futures for Teens program will be based on attendance, not on academic performance. Students will not have to have a special competency to attend. The program is designed to be relatable to students.

Attendance rewards will be incremental and directly related to showing up to the program. GREAT

Futures for Teens program staff will hold monthly attendance recognition programs for all students. Students meeting 10-day, 30-day, 75-day, and 105-day benchmarks will be recognized and receive a small incentive. Once a student reaches the 105-day benchmark, they will be awarded membership into "Club 105" where they receive a T-shirt and are eligible to participate in special field trips and activities. GREAT Futures for Teens incentive program will be fully funded through community supporters, not 21st CCLC funding.

Retention is achieved by offering a diverse set of activities aligned to student interests; employing well-trained, caring staff who build strong relationships with students and engage with them deeply; knowing students individually and addressing barriers to participation (e.g., transportation resulting in a family relocation or changing dynamics in the home) as soon as they arise; setting participation and attendance goals and providing 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 or in person when absences are noticed. Transportation services provided to students and families (via school buses and/or passenger shuttle vans) will also help to reduce barriers to access. To ensure program quality even during periods of alternative service delivery when in-person programming is not possible, BGCGA utilizes engaging technology platforms and specially designed activities to reach students and families. These include the MyFuture digital youth development platform, as well as email and social media (Facebook and Instagram) to promote 21st CCLC activities to families and students.

Findings from a rigorous 30-month evaluation conducted by Public/Private Ventures demonstrate that over time, young people with higher levels of participation in Boys & Girls Clubs demonstrated greater positive outcomes. BGCGA understands how important it is that our sites retain students for sustained periods and our methods and retention strategies underscore our efforts. BGCGA is committed to ensuring high average daily program attendance for students and employs staff with a demonstrated ability to connect easily with students, especially those identified as at-risk. Regular participation is defined as students who attend the GREAT Futures for Teens program for 30 or more days during the year.

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

(Word count is 1154)

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Program Name: BGCGA GREAT Futures for Teens

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 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)
VP of Impact and Outcomes- management- Dr. Shaniquia Stanley
Site Coordinator - Amisha Webb
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 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 BGCAGA'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 for Teens 21st CCLC Advisory Council is developed and maintained; oversee the progress of the GREAT Futures for Teens 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 for Teens 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 for Teens Advisory Council, and the Board of Directors, the GREAT Futures for Teens 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 for Teens 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, coordinating with the Richmond County School District, being responsible for handbook development, facilitating the Advisory Counsel, 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 for Teens 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 Richmond County School District, and weekly meetings with Lead 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.

SITE COORDINATOR/ CLUB DIRECTOR

Amisha Webb serves as the Club Director for the E.W. Hagler Teens Boys & Girls Club site. As the Club Director, Amisha Webb will serve as the Site Coordinator. The Site Coordinator assigns tasks and activities to the Enrichment Staff and Lead Teachers. The Site Coordinator will be responsible for implementing the day-to-day program operations at the site including direct supervision of all part-time Enrichment Staff. This includes data collection, mandated reporting, and grant evaluation that will ensure 21st CCLC goals and objectives are achieved. The 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 of 2 years post-secondary education, a minimum of 2 years grant management and budget management experience; Bachelor Degree preferred.

LEAD TEACHERS (2)

BGCGA will employ 2 Lead Teachers to support the academic components of the GREAT Futures for Teens 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 standards. Every day, they will lead academic content, including the Power Hour program, 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, a Georgia teaching certificate from the Georgia Professional Standards Commission, and a minimum of one year of teaching experience.

ENRICHMENT STAFF/ YOUTH DEVELOPMENT PROFESSIONALS (5)

The GREAT Futures for Teens program will hire 5 Enrichment Staff/ Youth Development Professionals. The Enrichment Staff reports to the Site Coordinator. 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.

PARENT COORDINATOR

The Parent Coordinator will report to the Site Coordinator. 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 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).

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 the curriculum and give feedback to the Program Director. The Outcomes & Data Analyst ensures that lessons are aligned with the school day and Georgia Common Core Standards and assists in developing lessons for students with IEPs. This position will also collect, enter, analyze, and process all required 21st CCLC data for the Cayen system. 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 Cayen system. The Outcomes & Data Analyst facilitates secure data transfer for the independent evaluator.

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.

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. 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 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 before 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 the 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 21st CCLC 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.

Name-or fingerprint-based background checks should, at a minimum:

- a. Verify the person's identity and legal aliases through verification of a Social Security number.
- b. Provide a national Sex Offender Registry search.
- c. Provide a comprehensive criminal search that includes a national search; and
- d. Provide a comprehensive local criminal search that includes a statewide or county-level criminal search, depending on jurisdiction.

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 the 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 the 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 for Teens 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 30 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. 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 through 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 School Hours 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 Richmond County Schools 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, 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.

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 section for additional details).

(Word count is 3351)

Is the program director known at this time? Yes No

If so upload their résumé.

Download résumé for the program director

Download résumé: [BoysandG_resume_144_932993.pdf](#)

Partners Table

Program Name: BGCGA GREAT Futures for Teens

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Augusta Locally Grown	CBO	Healthy Lifestyle Curriculum and volunteers	\$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	CU	In-kind tutoring	\$27,600.00	Academic Success - Augusta Technical College will provide 3 tutors weekly, who will provide tutoring and enrichment in all academic areas. An estimated 3 tutors per week, for 2 hours daily, 5 days a week (approximately 1,380 hours, valued at \$20/hour)
Augusta Technical College	CU	In-kind wrap around services	\$30,000.00	Parent/Family Engagement: Programming and continued education and career development opportunities
Dr. Harris Literacy Center at Augusta University	CU	In-kind curriculum support and tutoring	\$0.00	Academic Success. The Dr. Harris Literacy Center will provide tutoring, wrap around services, and facility usage to BGCGA as needed to ensure academic success. Tutors will be students of AU Dept of Education, and will utilize the supportive neuro-diverse learning facility in their suite at the Hub for Community Innovation.
E3 Foundation	CBO	In-kind wrap around services	\$21,000.00	Mentoring & Character Education - provide a weekly mentoring session where they provide on-going mentoring services with the 21CCLC members (approximately 420 hours, valued at \$50/hour).
Georgia Hispanic Chamber of Commerce	CBO	In-kind wrap around services	\$0.00	Parent/Family Engagement: Programming and continued education and career development opportunities.
Golden Harvest Food Bank (Feeding America)	CBO	Food access	\$0.00	Food assistance to families when needed, food purchasing for the clubs to create more food access for the families and youth
Harrisburg Family Health Care	CBO	In-kind 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.
Jessye Norman School of Arts	CBO	In-kind	\$0.00	Academic Success & Family Engagement - providing artistic experiences to the youth and families of BGCGA

Paine College	CU	In-kind Curriculum support and tutoring	\$9,936.00	Academic Success - Support the academic success of students in the 21st CCLC program by providing 3 tutors weekly, who will provide tutoring and enrichment services. Each tutor's services are estimated at 2 hours daily, 3 days a week (approximately 828 hours, estimated value of \$12/hour).
Project BBuild	CBO	In-kind wrap around services	\$21,000.00	Mentoring & Character Education - provide a weekly mentoring session where they provide on-going mentoring services with the 21CCLC members (approximately 420 hours, valued at \$50/hour)
Richmond County School System	SD	In-kind	\$0.00	Overall Programming - This will ensure the 21CCLC program has a collaborative relationship with the school district to ensure data sharing and transportation support for students.
Serenity Behavioral Health System	CBO	In-kind 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: BGCGA GREAT Futures for Teens

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 targeted district, schools, parents, students, and community. The GREAT Futures for Teens 21st CCLC program Advisory Council will consist of representatives from partner schools, district staff, community partners, parents, students, and other key individuals. Richmond County School Systems will provide support, accountability, transportation, alignment and communication with school day, and data sharing. The Advisory Council will consist of ten to 15 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 RISE Augusta (formerly Communities in Schools) and Augusta Partnership for Children. To address positive social emotional development, the Advisory Council will include partners such as St. Luke United Methodist Church and Serenity Behavioral Health. Finally, to assist with family engagement, the Advisory Council will include partners from Augusta Technical College's Adult Education program and local banks to help with financial planning.

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

history of successfully establishing community partnerships. These partnerships have effectively helped sustain the organization for more than 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 sustainability of the organization. In-kind contributions and cash disbursements will be monitored by the Program Director and EVP, Finance & Operations using BGCGA internal control policies.

The program will provide a daily nutritious snack 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. Afterschool 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 on a regular basis 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.

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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_144_749.pdf](#)

Augusta Technical College

MOA: [Augusta Technical College_moa_144_750.pdf](#)

Augusta Technical College

MOA: [Augusta Technical College_moa_144_751.pdf](#)

Dr. Harris Literacy Center at Augusta University

MOA: [Dr. Harris Literacy Center at Augusta University_moa_144_752.pdf](#)

E3 Foundation

MOA: [E3 Foundation_moa_144_813.pdf](#)

Georgia Hispanic Chamber of Commerce

MOA: [Georgia Hispanic Chamber of Commerce_moa_144_754.pdf](#)

Golden Harvest Food Bank (Feeding America)

MOA: [Golden Harvest Food Bank \(Feeding America\)_moa_144_755.pdf](#)

Harrisburg Family Health Care

MOA: [Harrisburg Family Health Care_moa_144_756.pdf](#)

Jessye Norman School of Arts

MOA: [Jessye Norman School of Arts_moa_144_758.pdf](#)

Paine College

MOA: [Paine College_moa_144_759.pdf](#)

Project BBuild

MOA: [Project BBuild_moa_144_814.pdf](#)

Richmond County School System

MOA: [Richmond County School System_moa_144_753.pdf](#)

Serenity Behavioral Health System

MOA: [Serenity Behavioral Health System_moa_144_760.pdf](#)

Richmond County Public Schools

MOA: [Richmond County Public Schools_moa_144_136.pdf](#)

Academy of Richmond County High School

MOA: [Academy of Richmond County High School_moa_144_224.pdf](#)

Lucy C. Laney Early College

MOA: [Lucy C. Laney Early College_moa_144_225.pdf](#)

Westside High School

MOA: [Westside High School_moa_144_226.pdf](#)

Program Name: BGCGA GREAT Futures for Teens

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 TARGETED SCHOOLS

BGCGA will provide frequent, consistent 21st CCLC communication with schools throughout the grant period. Programs/activity schedules and calendars will be sent to the schools on a monthly basis, as well as invitations to events, flyers for presentations and special events, newsletters, and press clippings. Each of the partner school principals will identify a staff member (the school's parent facilitator typically) to serve as the school's single point of contact for the afterschool program. The single point of contact will help the afterschool staff to better understand teacher's expectations and specific needs of individual students. The Program Director will meet with the superintendent at least twice annually to provide program updates and gather input. The Site Coordinator will meet with their targeted school principals and/or school staff at least monthly. Program staff will communicate with regular school day staff on a weekly basis via email, phone, notes, etc. All meetings will be meticulously documented with agendas, minutes and signatures of attendees. At the beginning of the year, school day teachers will receive a letter from after school lead teachers introducing themselves and providing a list of all of their students who attend the 21st CCLC program. This letter will include contact information for the teachers to directly contact the tutors in order to better align the topics for tutoring. All school assignments are available through Infinite Campus and e-Chalkboards used by the schools, enabling tutors to access these resources and ensure that all academic content in the afterschool program is aligned with classroom instruction.

COMMUNICATION TO PARENTS & STUDENTS

BGCGA operates with an open-door policy to encourage 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. The Site Coordinator will provide oversight for all program information to parents and students. For students receiving individual or small group tutoring, monthly progress reports will be sent to parents. Parents will receive regular communication from the program's Parent Coordinator. The Parent Coordinator will maintain direct daily contact with program staff and give parents written communication via email and notes sent home, and phone calls. Parents are regularly provided with IXL reports and individual student profile reports twice per year. Lead Teachers and academic enrichment staff will provide positive feedback and constructive feedback to program participants through age-appropriate communication and progress updates. A parent communication board will be available and accessible to parents and caregivers that provide a monthly newsletter, calendar, menus of snack and dinner, rotation schedule, flyers, and any available resources. The program's robocall system, Twilio, can be used 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 remind students and parents of upcoming events and disseminate program highlights.

COMMUNICATION TO THE AUGUSTA COMMUNITY

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

Partners and stakeholders will receive regular updates on the program's progress at least quarterly through email, informational newsletters, and meetings (virtual when appropriate). BGCGA Resource Development Director will work together with the 21st CCLC Program Director to disseminate all program-related information. All communication materials to the target community will be written on a 3rd grade reading level and presented in a manner and language that ensures comprehension. BGCGA has a part-time staff member who is fluent in Spanish to accommodate ELL (English Language Learner) students and parents. While the proportion of ELL in the target population is low, all communication will also be made available in Spanish as needed. Media partners will provide announcements in the local newspapers, on radio and television. PSAs are provided to the media on an as-needed basis. Information about the

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 prior to the end of the school year. Posters will be placed in key high traffic areas at target schools. An informational session will be held with school staff and relevant parent teacher associations.

SCHOOL-GENERATED DATA COLLABORATION

To ensure timely access to student data, BGCGA has two well-established methods of collection. First, progress reports and report card grades are collected and copied from students enrolled in the program on the day of distribution. For those students who may not have attended the afterschool program on the day of distribution, BGCGA has established a close working relationship with Richmond County School System. Richmond County Schools provides access to student data at the district level. Current lists of enrolled students with parental consent are provided to the district. The district provides the Program Director with access to pull all necessary school data for the afterschool program including report card grades and Georgia Milestones scores. Parents will sign a consent to share information during enrollment to enable BGCGA to obtain IEPs, report card grades, behavior reports, and Georgia Milestones grades. IEPs are provided by the school for BGCGA to accommodate children with disabilities. A meeting will be held with the parents to establish an academic and/or behavior management plan. Progress reports are shared with classroom teachers and parents monthly. Teacher surveys are distributed online and in person to targeted schools. Teacher surveys are distributed through principals.

(Word count is 975)

Program Name: BGCGA GREAT Futures for Teens

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

All BGCGA sites operate under an extensive policy and procedure manual covering all aspects of safe program operations. BGCGA uses a web-based 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 tracking system has two functions—first for child safety, as it enables program staff to know exactly who is in a building and where in real-time at any point during the program day in case of an emergency, and second, as a data collection instrument. All students must scan in and out of the program. Parents are required to sign students out when they leave the program daily. Parental authorization and sign-out are 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 the Parent Coordinator. BGCGA monitors all visitors and volunteers to the program with a secure entrance and sign-in and sign-out log.

PROGRAM FACILITIES

The GREAT Futures for Teens program proposes to serve 65 students in a recently renovated 1-story, 3,700-square-foot facility, located near downtown in the historically underserved, Harrisburg neighborhood. Afterschool program standards recommend a minimum of 35 square feet per participant which equates to 2,100 square feet needed for 65 students. At 3,700 square feet, the E.W.

Hagler Teen Center facility well exceeds the minimum requirements for indoor program space and meets the requirement for the number of teens we propose to serve. The club facility is inspected annually by the fire department to identify and determine maximum capacity. Maximum capacity is posted, fire extinguishers are inspected, and expiration dates are tagged and logged. The building is all on one level with wheelchair access both to the facility and to restrooms and meets all ADA accessibility standards.

STUDENT TRANSPORTATION

Transportation from schools to the program is provided by BGCGA's fleet of buses and by the Richmond County School System. The school system provides transportation to the Club from certain schools. See the attached chart, 'Transportation List' for additional transportation details. The maximum travel radius is less than 5 miles, which is less than a 20-minute trip. Therefore, the length of travel is reasonable for the program operation hours. Travel time is not included in program operation hours.

Students are expected to follow the bus safety rules, including remaining seated, wearing their seat belts, and following the student code of conduct at all times. Transportation logs will be maintained as required, including detailed information on the number of days, students, driver hours, and all fuel and maintenance receipts. Drivers keep a maintenance log and are required to conduct daily vehicle safety checks before 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 \$3 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.

For educational field trips, the GREAT Futures for Teens program will primarily use the 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. Accepting permission over the phone is strictly prohibited.

All BGCGA transportation policies and procedures will apply to the GREAT Futures for Teens program. These applicable policies and procedures have been provided below:

Policy Purpose: The purpose of the transportation program is to provide safe transportation for Club members. BGCGA 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 cars 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 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 cars or vehicles.

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 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, and emails, dialing cellular phones, viewing television, videos, or DVDs, and 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 Drivers

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

1. Alternative trained and vetted drivers are contacted to substitute for regular driver shifts.
2. Alternative Driver reports to the Director of Operations who assigns them a vehicle and completes paperwork.
3. Alternative Driver then reports to the Facilities and Fleet Manager for vehicle keys and sign out.
4. 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.
5. 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.

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Program Name: BGCGA GREAT Futures for Teens

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 more than 72 years of experience sustaining quality programs, including managing and implementing sustainable 21st CCLC programs 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 for Teens program is student-focused, mission-aligned, and data-driven. The BGCGA Board of Directors, BGCGA Teens 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 for Teens 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. Additionally, the new 2024 Board Chair for Boys & Girls Clubs of Greater Augusta, Blakely McKnight Downs, is the co-owner of the regional commercial construction company McKnight Construction Company, emphasizing BGCGA's commitment to cultivating strong leaders at all levels of our organization. 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 21st CCLC program as GADOE funds decrease in years 4 and 5.

BGCGA will contribute a total of \$425,000 in benefits annually to the GREAT Futures for Teens program. This includes Personnel Related Expenses totaling \$215,000; General & Administrative

Expenses totaling \$25,000; Contracted Services totaling \$95,000; Transportation Services totaling \$35,000; Training & Development totaling \$20,000; and Program Expenses totaling \$35,000. Throughout the five-year grant period, this will total more than \$2.1 million in contributions from BGCGA.

The program will partner with several 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 provide tutors who will provide tutoring and enrichment in all academic areas. To support parent engagement and adult educational attainment, the GREAT Futures Advisory Council will lead a strategy to partner with education and workforce groups (such as 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.

As part of the implementation process, the BGCGA leadership team in partnership with the Board of Directors, 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. In addition, BGCGA 21st CCLC will work with Richmond 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 1032)

Program Name: BGCGA GREAT Futures for Teens

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 AND SELECTION OF LOCAL PROGRAM EVALUATOR

BGCGA will issue a call for qualifications and proposals to identify a local program evaluator upon award of the GREAT Futures for Teens 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 a 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.

IMPLEMENTATION OF EVALUATION PLAN FOR CONTINUOUSLY ASSESSING PROGRESS & PLAN 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 program'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 GREAT Futures for Teens program will comply with all state and federal data collection and evaluation requirements for the grant. BGCGA's 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 Assessment (YPQA) 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 YPQA system includes both assessments (Youth Program Quality Assessment-YPQA) and aligned training 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 YPQA assessment tool will be part of BGCGA's GREAT Futures for Teens program's 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 log in 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 a review of the Georgia Afterschool & Youth Development Quality Standards with program staff through staff meetings and training agendas. In addition, Boys & Girls Clubs of America's National Youth Outcomes Initiative (NYOI) is collected annually each spring by BGCGA and data is validated and benchmarked against similar Boys & Girls Club organizations.

In addition to the YPQA 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 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 the 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 GREAT Futures for Teens 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 for Teens 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 program'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.

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 GMAS Math and ELA scores); increased critical thinking, problem-solving skills, and other social-emotional skills measured by student self-report and school disciplinary data; decreased number of chronically truant youth (those who are absent more than 10 days during the academic school year) measured by attendance data; an increase in knowledge of healthy lifestyle choices as measured by pre and post-tests of the students who attend the program; 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 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 daily. 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.). 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 after 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, review of attendance/participation data, and production of annual evaluation reports, the evaluator will monitor and provide analysis for the 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); 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 training for the program staff to ensure data is collected properly and maintain student and family privacy.

The GREAT Futures for Teens program will ensure a close cooperative relationship between BGCGA and Richmond County Schools for program monitoring and evaluation. Richmond County Schools 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, behavior incidents). In addition, BGCGA has identified a multilayer data collection procedure to ensure that all student data is collected promptly 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.

BGCGA grant staff 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, program participation; IXL Learning response to instruction and grade level assessments; BGCA curriculum pre/post-tests; report card grades; and Georgia Milestones scores. Qualitative data includes self-assessment tools; program 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 monthly 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 program 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, the GREAT Futures for Teens program 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 Richmond 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 GREAT Futures for Teens 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 Richmond County Schools utilizing their online properties, as well as social media. BGCGA has a marketing committee of 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 flier 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 GREAT Futures for Teens 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 CEO and the 21st CCLC Site Coordinator will present to the Richmond 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 CEO 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 program 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 2556)

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 and Girls Club of Greater Augusta

[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 and Girls Club of Greater Augusta

Program Name:

BGCCGA GREAT Futures for Teens

Funding Amount

\$350,000.00

Number	Initial Each Box Below	Assurances
1	KE	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	KE	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	KE	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	KE	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	KE	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	KE	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	KE	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	KE	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	KE	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	KE	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	KE	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	KE	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	KE	<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	KE	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	KE	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

16	KE	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	KE	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	KE	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	KE	Funds shall be used only for financial obligations incurred during the grant period.
20	KE	The Subgrantee will submit its annual budget within 30 days of the grant award.
21	KE	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
22	KE	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	KE	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	KE	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	KE	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	KE	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	KE	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	KE	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	KE	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	KE	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	KE	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	KE	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	KE	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	KE	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	KE	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	KE	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	KE	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	KE	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	KE	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	KE	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) Kim Evans
Typed Position Title of Fiscal Agency Head (required) CEO
Date (required) 01/30/2024 at 13:51:56

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) Kim Evans
Typed Position Title of Fiscal Agency Head (required) CEO
Date (required) 01/30/2024 at 13:51:56

Non-Profit Organization
Financial Management Questionnaire

I. General Information

Name of Organization: Boys and Girls Club of Greater Augusta
Data Universal Numbering System (DUNS) Number: 96-0852200
Federal Employment Identification (FEI) Number: 58-0610382
Address (Number and Street/ PO Box): 624 Chafee Ave
Address (Number and Street/ PO Box):
City/Town: Augusta State: GA Zip Code: 30904
Phone#: 706-504-4071 Ext:

Name of Officers	Title	Phone	Email Address
Kim Evans	CEO	7065044071	kevans@bgcgreateraugusta.org
Kim Evans	Chief Executive Officer		kevans@bgcgreateraugusta.org
Bridgett Carrington	CFO	7065044071	bcarrington@bgcgreateraugusta.org

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

If yes, please list the board members.

Name of Members	Title
Blakely McKnight Downs	Board President
John Mills	Vice President
Kathryn Sterba	Secretary
Adam Williams	Treasurer

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 and charter 65.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 and irs form 65.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.

21st CCLC grants provided by the State Department of Education and federal pass-through funds from the State Alliance of Boys & Girls Clubs and Bright from the Start

Amount	Funding Source (federal/state) & Type (grant/contract)	Agency Providing Funds	Latest Year Receiving Funds
\$2018282.00	Federal Grant - 21st Century Community Learning Centers	Georgia Department of Education	2023
\$355725.00	Federal Grant - Georgia Alliance of Boys & Girls Clubs	Georgia Department of Human Services	2023
\$550000.00	Federal Grant - Bright from the Start	Georgia Department of Early Care and Learning	2023
\$65000.00	Federal Grant - OJJDP	Office of Juvenile Justice and Delinquency Program	2023

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

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

Please upload the return.

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

If yes, please upload the most recent audit completed.

If no, explain.

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

If yes, list the findings.

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

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

If no, explain.

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 and_tax_return_doc_65.pdf](#)

Please upload your organization most recent audit completed.

Download organization's articles or charter: [Boys and_recent_audit_doc_65.pdf](#)

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.

Download organization's articles or charter: [Boys and_A_133_audit_doc_65.pdf](#)

Please upload audited or unaudited entity-wide financial statements.

IV. Internal Controls

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

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

If no, explain.

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

Name of Representative	Kim Evans	Title	CEO
Signature	Certified by Electronic Signature	Date	01/30/2024 at 13:51:56