



Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

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

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

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

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

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

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

☐ Local Educational Agency	☒ Non- Local Educational Agency	☐ Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 180

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

Total Funds Requested for:

2022-2023: \$350,000.00	2023-2024 \$350,000.00	2024-2025: \$350,000.00
2025-2026: \$315,000.00	2026-2027: \$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)

Chief Executive Officer
Typed Position Title of Fiscal Agency Head (required)

01/20/2022 at 15:07:22
Date (required)

Program Abstract

Boys & Girls Clubs of Greater Augusta (BGCGA) proposes to establish a year-round (afterschool and summer) 21st Century Community Learning Center program at the E.W. Hagler Club location (meeting competitive preference priority 5). The proposed program, GREAT Futures Hagler, will target 180 unduplicated students in grades K through 8th in the Richmond County School System, including 168 without disabilities and 12 with disabilities. GREAT Futures Hagler will target at-risk students from Garrett Elementary (20); Lamar-Milledge Elementary (25); Langford Middle School (20); Monte Sano Elementary (20); Tutt Middle School (20); W.S. Hornsby Elementary (30); W.S. Hornsby Middle (30); and Heritage Academy Augusta (private school located in the Richmond County School System attendance zone, 20 students). The proposed program meets the absolute priority of primarily serving a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced-price meals) of 40% or greater. The average across the targeted schools is 98% of students are eligible for free or reduced-price school lunch. The proposed project also meets competitive preference priority 2 with both W.S. Hornsby Elementary School and W.S. Hornsby Middle School on the state of Georgia's list of schools designated for Comprehensive Support and Improvement, indicating 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, 2021).

BGCGA defines "at-risk" as students performing below proficient in core subjects, and referred by the school or family as in need of academic or social-emotional support. Two of the seven targeted Title I public schools received "D"s according to the Georgia Department of Education CCRPI; the remaining five received an "F". Additionally, a significant percentage of students at the targeted schools are below proficiency in core subjects. Research shows that there is a direct correlation between third grade reading proficiency and later academic outcomes, including high school graduation (Get Georgia Reading). Regardless of grade level or school, all targeted students perform significantly below state averages, including challenges with content mastery and academic growth in both English language arts and math, as evidenced by Georgia Milestones Assessment Scores. 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; and parent engagement. These identified needs directly align with and support the Richmond County School System's 2020-2025 Strategic Plan that 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 Hagler 21CCLC program will serve targeted students with academic enrichment, healthy lifestyle, and social, emotional, and life skills programs afterschool during the school year and full day for 6 weeks during the summer. The program will provide a multifaceted, comprehensive, community-based approach to overcoming the risks, obstacles, and challenges faced by students. Program activities include daily homework help, individual and group tutoring, academic enrichment, career exploration, technology, economic literacy, youth leadership, character education, life skills, fitness, social recreation, and the arts. The 21CCLC GREAT Futures Hagler program aims to achieve the following goals: (1) Improve Academic Achievement; (2) Support Social-Emotional Learning through Positive Youth Development; and (3) Increase Parental Engagement in Students' Educational Process.

On January 6, 2022, BGCGA provided local media outlets with a press release to notify the public of an intent to apply for 21CCLC 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 627)

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

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

COLLABORATIVE NEED ASSESSMENT & PROGRAM DESIGN

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 assess, plan, and improve. 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 Hagler 21st Century Community Learning Centers is a direct result of this CQI process.

In response to the negative impacts of COVID-19 interrupted learning on Richmond County students, beginning in August 2021, BGCGA CEO, Kimberly Evans, and Director of Academic Success, Dr. Shaniquia Stanley, facilitated a comprehensive assessment of student and family needs in partnership with the Richmond County School System. 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. Ms. Evans met with the Richmond County 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 hybrid (virtual and in-person) meetings on October 27th, 2021 for prospective partners (e.g., school administration and personnel and community organizations) (8 attended) and another on November 18th, 2021 designed for students, parents and families (27 attended). The groups analyzed a plethora of community data including student performance data from the public and private schools within a 5 mile radius of the Hagler 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; Augusta University; United Way of the CSRA; and the Augusta Economic Development Authority. In addition, surveys were administered at the potential targeted schools and collected from a total of 7 school system administrators, 45 teachers, 10 parents, and more than 70 students. In addition to providing public notification of intent to apply, BGCGA also consulted with the 13 local private schools serving K-8 students within the catchment zone. Please see the Equitable Services 4 Private Schools (ES4PS) system reports.

The targeted schools, within the 5-mile radius of the Hagler Club, identified through the needs assessment process include: Lamar-Milledge Elementary School; Monte Sano Elementary School; Garrett Elementary School; W.S. Hornsby Elementary School; W.S. Hornsby Middle School; Langlord Middle School; Tutt Middle School; and Heritage Academy Augusta. The identified elementary schools are feeder schools for the two targeted middle schools. To best support students and families, the agreed upon needs to be addressed through this proposed 21st CCLC program are: support with content mastery and academic growth in Math and English Language Arts; social-emotional development; academic enrichment; and parent engagement. These identified needs directly align with and support the Richmond County School System's 2020-2025 Strategic Plan that 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 613) 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.

****PLEASE SEE ATTACHED CHARTS - RISK FACTORS, SCHOOL DEMOGRAPHICS, ACADEMIC PERFORMANCE & BEHAVIOR DATA TO SUPPORT THE SPECIFIC NEEDS OF THE TARGET POPULATION****

BGCGA collaborated with all stakeholders to identify gaps in services and needs of students and families. The result was the selection of eight schools within a five-mile radius of the Hagler Boys & Girls Clubs to be the target schools for the Great Futures Hagler 21CCLC program. The proposed GREAT Futures Hagler 21CCLC program meets the absolute priority by proposing to primarily serve 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. The targeted public schools are: Lamar-Milledge Elementary School, Monte Sano Elementary School, Garrett Elementary School, W.S. Hornsby Elementary School, W.S. Hornsby Middle School, Langford Middle School, and Tutt Middle School. All seven public schools predominantly serve under-resourced, minority students who live in poverty, with 98% of students at each school qualifying for free or reduced-price school lunch. The proposed program meets Competitive Priority 2 with both W.S. Hornsby Elementary School and W.S. Hornsby Middle School on the state of Georgia's list of schools designated for Comprehensive Support and Improvement, indicating 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, 2021). Through the consultation process with private schools within the catchment zone, one school indicated interest in partnering – Heritage Academy Augusta. The majority of students in the eight schools are at risk of academic failure and struggling to meet state standards in math and reading for both content mastery and academic progress. (Note: Please see Figure 1 in the attachment for a specific breakdown of student demographics by school name.)

Located in the Central Savannah River Area (CSRA) 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 Gordon, a federal nuclear facility, 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 the inner-city Harrisburg neighborhood.

The E.W. Hagler Boys & Girls Club is located in the historic Harrisburg neighborhood on the outskirts of downtown Augusta. Once a thriving community, Harrisburg has faced decades of stagnation after the area was dissected by a highway, and the two textile mills were closed in response to years of declining employment. Today, despite revitalization efforts, Harrisburg is a concentration of low-income housing owned by absentee landlords, vacant lots, poverty, and public safety concerns. Many families residing in Harrisburg are characterized as the working poor and 75.1% of the households with school-aged children have both parents working in the labor force (American Community Survey 2019 Census Tracts 2, 3 for Richmond County). Yet, over one-quarter (28.7%) of households in Harrisburg earn less than \$10,000 annually. And over half the households in this area earn an annual income of less than \$24,999 which is barely half of the average for Richmond County (American Community Survey, 2019). Harrisburg is located in the 30904 zip code, which received a D- overall crime grade with an F for violent crime (crimegrade.org). 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. Within the zip code, the crime grade heat map shows the greatest concentration of crimes occurring in the census tracts that encompass Harrisburg.

Gun violence rates have also grown over the last three years and in the first six months of 2021, 133 aggravated assaults with guns in Richmond County have occurred, compared with 81 in 2020 and 122 in 2019 (Richmond County Police Department, 2021). 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, 2021) and the United States Department of Justice has identified the area as a priority because of youth involvement. U.S. Attorney for the Southern District of Georgia, Bobby Christine said "children are led to the gang, indoctrinated into the gang and then this is a right of initiation for them but the adults are thinking you know, they remove themselves from the crime the juveniles won't get prosecuted." (Augusta Chronicle, 2020). The gang activity only reinforces old racial divides: the fastest growing white gang in the United States, the Ghostface Gangsters, controls

a large swath of the area. Current investigations into the gang, known for their white supremacist beliefs, have led to Richmond County Police Department investigating more than 163 known gang members and associates in the community (as of July 2021). Sheriff Richard Roundtree described the investigation as “based on the gang’s affiliation with high levels of drug distribution and violent crimes.” In December 2021, an 87 year old woman who has worked as a crosswalk monitor at Tutt Middle School for more than 50 years was robbed at gunpoint at the end of her shift.

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 like Harrisburg and downtown Augusta that are located inside of gang territories experience chronic stress and mental health problems that can lead to chronic disease, according to the CDC. 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 21CCLC program.

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 three Richmond County children live in poverty (34.4%), well above the state and national averages of 19.5% and 18%, respectively (Georgia KIDS COUNT, 2020). The average household income is \$42,728, far below the state (\$58,700) and national averages (\$67,651). The poverty rate for Black families in the CSRA is more than double that of White families (32% vs. 15%; 2018 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). Without investing deeper resources early in a student’s academic development, the cycle of poverty in Richmond County will continue to persist. (Note: Please see Figure 2 in the attached application materials.)

Positive youth development programs such as the proposed GREAT Future program support student academic achievement, and they also support families in staying in the labor pool. As the economy continues to recover in the wake of COVID-19, afterschool programs that support youth and working families are essential to increasing the stability of our workforce. A 2020 research report, America After 3PM by the Afterschool Alliance, found that 83% of working parents said afterschool programs help them to keep their job, and 83% reported that afterschool programs gave them peace of mind knowing their children were safe and supervised while their parents worked. However, access to safe, supportive youth development programs is simply not meeting the demand in Richmond County. A 2018 study by the CSRA Economic Opportunity Council determined that lack of transportation and the high cost of childcare keep many people in the community from accessing employment. Parents struggle to navigate their circumstances and students suffer the impact: the rate of substantiated incidents of child abuse/neglect is 8.5%, more than double the state average of 3.9%. Currently, positive youth development programs offered locally lack the capacity and affordability needed to serve all youth and families in the community: 3 in 10 Richmond County parents surveyed said afterschool programs were not available for their child and 1 in 10 said that the programs were too expensive for their household (BGCGA Survey, 2021). In addition, 3 in 10 parents reported challenges with transportation that prevented their student’s participation (BGCGA Survey, 2021). While Boys & Girls Clubs of Greater Augusta serves approximately 2,029 youth annually, programs cannot serve all of the youth in need and operate with wait lists. Currently, more than 25 students from the targeted schools for this proposed 21st CCLC program are on the waitlist for Boys & Girls Clubs of Greater Augusta’s positive youth development programs. Expanding services at the Hagler Club with 21st CCLC funding will increase access for more youth.

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 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 have been shown to be early warning signs for 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 overall. Note: Please see Figures 2 and 3 in the attachment for a specific breakdown of student data by school name.

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 11.2% of students absent more than 15 days from school in 2020 (compared to 8% in the state; Georgia KIDS COUNT). Setting aside COVID-19, the causes of chronic absenteeism are varied, but research has identified the most prevalent ones as 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 afterschool programs, are effective ways to inspire confidence in students, and help them feel more welcome in the classroom.

Overall, 24.8% of children in Richmond County are food insecure, negatively impacting their cognitive development and academic performance (Feeding America's Map the Meal Gap Hub, 2021). Access to healthy foods and nutrition education were one of the most highly requested items from parents that emerged through the needs analysis process. 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 18.3% (2019), 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 chronic absenteeism. And social-emotional development was in high demand for families in our targeted schools: Support for their student in anger management and positive thinking was the second most requested item that parents shared they would like to see prioritized in the BGCGA 21CCLC 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 places 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 23.8%, nearly double the state average churn rate for public school districts of 12.08% (Governor's Office of Student Achievement, 2020). 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 has been associated with negative impact on academic performance (Atlanta Public Schools, Data and Information Group, 2018).

While the Georgia Department of Public Health found that Georgia was among the top 11 states with the highest opioid crisis deaths, Richmond County is among the worst hit parts of the state. Drug overdose is now one of the leading causes of accidental death in Augusta. Mark Bowen, the Richmond County Coroner, reported that it's one of the biggest problems they encounter. In 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 2017, 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.

Behavior

A lack of supports for the healthy social-emotional development of students is also impacting classroom behavior. Students at the targeted schools are experiencing disciplinary issues at alarming levels. For example, the Out-of-School Suspensions (OSS) rate for students at Langford Middle School in 2020 was 16.2% and at W.S. Hornsby Middle School, it was 25.4% (Governor's Office of Student Achievement, K-12 Student Discipline Dashboard). W.S. Hornsby Middle School had 428 disciplinary incidents that year and a staggering 74.5% of incidents resulted in OSS for what amounts to 1 in 4 students. 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. Please see Figure 4 in the attachment for a specific breakdown of student behavior by school name.

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 to caring adults who recognize and respond to the traumas they may have experienced as a result of COVID-19 or otherwise. Research demonstrates that the most important protective factor which 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). The deep relationships developed among staff, young people, families, and communities by Boys & Girls Clubs provides 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", BGCGA 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.

Course Performance

Specifically, the students in the eight targeted elementary and middle schools are struggling with academic growth and content mastery, resulting in poor academic performance in math, science, English language arts, and social studies. All seven public 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 ELA and Math.

Content mastery scores in both English and Math are low overall. See Figure 3 in the attachment for individual school scores. Most elementary students are not performing on grade level, but by middle school, academic performance is extremely low: Fewer than 20% of students at the three public middle schools targeted by this program scored Proficient or above in English Language Arts (ELA)

and fewer than 10% scored Proficient or above in Math or in Social Studies. In English, few students at the targeted schools demonstrate grade level content mastery, including just 24.3% at Hornsby Middle School (GOSA 2019 School-Level Data). While 43.4% of elementary students in Georgia score Proficient or above on the GMAS for ELA, only 7.5% of students at Hornsby Elementary school do. Across the board, students are particularly struggling with math, an issue that was lifted up by parents, students and teachers alike during the needs assessment process. At Lamar-Milledge Elementary, just 15.4% of students score Proficient or above on the GMAS for Math, compared to a state average of 47.2%. Students are also scoring low in academic growth for ELA and Math, indicating that they are not making the same progress towards 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 78.3%. Academic growth in ELA is the worst, with average academic growth of 71.92% for all Richmond County elementary students. Black elementary students in the district score even lower in ELA at just 70.97%, lower than any other ethnic or racial group (2019 College and Career Ready Performance Index, most recent academic year for which data is publicly available).

While students at the targeted schools were already struggling, the added impact of COVID-19 related school closures and virtual schooling has resulted in academic disruption and unfinished learning. 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 21CCLC 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.

The target population for the proposed GREAT Futures Hagler 21CCLC program is 180 unduplicated students in grades K through 8th at eight schools, including seven under-performing public Title I schools in the Richmond County School System. The targeted schools are Garrett Elementary; Lamar-Milledge Elementary; Langford Middle School; Monte Sano Elementary; Tutt Middle School; W.S. Hornsby Elementary; W.S. Hornsby Middle School, and Heritage Academy Augusta. The student target population is experiencing economic and environmental risk factors detailed above (including poverty), attendance and behavioral issues that detract from classroom learning, and are failing to perform on grade level in math and reading, as evidenced by low content mastery and unsatisfactory academic growth.

****PLEASE SEE ATTACHED CHARTS - RISK FACTORS, SCHOOL DEMOGRAPHICS, ACADEMIC PERFORMANCE & BEHAVIOR DATA****

(Word count is 4119) 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 target population for the proposed GREAT Futures Hagler 21CCLC program is 180 unduplicated students in grades K through 8th at eight schools, including seven under-performing public Title I schools in the Richmond County School System. The targeted schools are Garrett Elementary; Lamar-Milledge Elementary; Langford Middle School; Monte Sano Elementary; Tutt Middle School; W.S. Hornsby Elementary; W.S. Hornsby Middle School, and Heritage Academy Augusta. The student target population is experiencing economic and environmental risk factors detailed above (including poverty), attendance and behavioral issues that detract from classroom learning, and are failing to perform on grade level in math and reading, as evidenced by low content mastery and unsatisfactory academic growth.

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 21CCLC GREAT Futures Hagler 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 K-8 students. The program will provide students with support with content mastery and academic growth in Math and English Language Arts; social-emotional development; academic enrichment; and parent engagement.

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

1) Supporting Academic Needs: Students need support improving their academic performance, including content mastery and academic growth in both ELA and Math. This includes more time engaging with grade level content through tutoring services provided by certified teachers and curricula resources aligned to the Georgia Standards of Excellence. To improve and/or strengthen academic performance, the BGCGA 21CCLC GREAT Futures 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 the 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; Certified teachers who will be responsible for implementing the instructional academic activities and will direct tutorial services with the assistance of enrichment staff, and volunteers who will provide academic assistance; and Tutorial services, utilizing curriculum aligned with the school-based curriculum maps (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, and trips to Morris Museum of Art, Gertrude Herbert Museum of Art; and Augusta Ballet) and STEM (DIY STEM and partnerships with Girls Who Code, Code Fu, and Academy of Engineering).

2) Strengthening Positive Youth Development & Social-Emotional Learning: Students need social-emotional development to support improved attendance and classroom behavior. To strengthen youth development social emotional abilities & skills, the BGCGA 21CCLC GREAT Futures 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 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 sport 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; and Expose students to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid risky behaviors such as premature sexual activity and drug use. Partner with Serenity Heath to offer referrals for individualized counseling for youth as needed, with services provided twice a week at the Club and parental consent required prior to scheduling.

3) Encouraging Parent/Family Engagement: Students need robust familial support systems that help ensure they persist academically, despite pervasive risk factors in their neighborhoods and communities. To support parents/guardians engagement in students' educational process, 21CCLC GREAT Futures will: Offer regular family activities to engage and increase parental involvement, including Positive Action and the Love Notes program through our partnership with the Augusta Partnership for Children & Families); Employ a Family Liaison to help engage parents in the program, including things like coordinating wraparound services and relevant referrals, assisting parents/guardians who do not have email addresses to increase access, provide communication, and offer training on current virtual platforms used to engage youth and families (including our digital youth development platform, MyFuture, etc.); Invite parents/guardians to serve on the 21CCLC GREAT Futures Advisory Council; Extend weekday and weekend hours for technology and Club access as needed. Engage partners who can assist in adult workforce development, including Augusta Technical College's Adult Education Program (adult literacy programming, GED program, etc.).

(Word count is 873) 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 Question B Specific Needs: BGCGA GREAT Futures Hagler 21CCLC Programneeds_chartb64.pdf](#)

[Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus : BGCGA GREAT Futures Hagler 21CCLC Programneeds_chartc64.pdf](#)

FY 23 RFP 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION

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

Fiscal Agent Name: Boys & Girls Clubs of 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.](#)

15

Schools Served Chart (2022-2023)

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

[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
Garrett Elementary School	Richmond	N/A	PK-5	342	☒ Yes ☐ No	98.0 %	20
Lamar - Milledge Elementary School	Richmond	N/A	PK-5	392	☒ Yes ☐ No	98.0 %	25
Langford Middle School	Richmond	N/A	6-8	747	☒ Yes ☐ No	98.0 %	20
Monte Sano Elementary School	Richmond	N/A	PK-5	442	☒ Yes ☐ No	98.0 %	20
Tutt Middle School	Richmond	N/A	6-8	441	☒ Yes ☐ No	98.0 %	20
W.S. Hornsby Elementary School	Richmond	CSI	PK-5	492	☒ Yes ☐ No	98.0 %	30

W.S. Hornsby Middle School	Richmond	CSI	6-8	636	☒ Yes ☐ No	98.0 %	30
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FUNDING REQUEST WORKSHEET

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

Site Name: E.W. Hagler 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	168	12	15.00	36.00	\$5.05	\$6.30	\$498,960.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	113	12	25.00	2.00	\$5.05	\$6.30	\$32,312.50
Summer Break	113	12	25.00	6.00	\$5.05	\$6.30	\$96,937.50
Calculated Total							\$628,210.00

FUNDING REQUEST SUMMARY

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

Site	Calculated Total*
E.W. Hagler Club	\$628,210.00
Calculated total of all sites	\$628,210.00
Total allowable budget for this application	\$350,000.00

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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:

- How the items within the budget support the goals of the program;
- How the requested funds were allocated for accomplishing tasks and activities described in the application;

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

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

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

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

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

The proposed budget for the GREAT Futures Hagler 21CCLC will provide the necessary and allowable expenses required to implement and maintain a high quality program that will achieve the program goals. The goals for the proposed BGCGA GREAT Futures Hagler program are to: (1) Improve Academic Achievement; (2) Support Social-Emotional Learning through Positive Youth Development; and (3) Increase Parental Engagement in Students' Educational Process.

Staffing included in the budget supports all three goals. For example, Lead Teachers provide academic support services to students to support reaching Goal 1 of improving academic achievement. Enrichment Staff (10) are included in the budget at a number that will maintain a 1:15 staff to student ratio to ensure we achieve Goal 2. A Family Liaison is included in the budget to support Goal 3.

High-quality relationships between youth and staff are proven to have a positive impact on youth attendance and engagement in positive youth development programming overall. Budget line items for staff training and professional development (including both on-site and off-site trainings, to be conducted with Georgia Department of Education approval) improve staff practices to create these strong relationships and support program attendance through positive youth development.

The total costs detailed are reasonable and necessary to serve the proposed program's targeted (180) K-8th grade students and their families in the Richmond County School District community. The grant budget totals \$350,000, which BGCGA considers to be sufficient and reasonable given the duration, quality, and rigor of programming aligned to the needs identified in the narrative. Please note that as required by the Georgia Department of Education, Boys & Girls Clubs of Greater Augusta will also procure and maintain throughout the duration of the grant the following: 1) A fidelity bond in the amount of 25% of the annual award in favor of Georgia Department of Education to insure the applicant's performance under the grant; and 2) An insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage.

b. How the requested funds were allocated for accomplishing tasks and activities described in the RFP;

Allocation of resources for the GREAT Futures Hagler program is based on the Principles of Effectiveness. As such, BGCGA has allocated resources to best achieve program goals identified

above and deliver evidence-based programming to meet the needs of students and their families.

For example, 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, including maintaining a 1:10 student/staff ratio for academic programming and 1:15 for enrichment programming. For example, to achieve program Goals 1 and 2, the Curriculum Specialist and Lead Teacher positions will directly support the academic improvement in English language arts and math and Enrichment Staff will support academic enrichment (i.e., increased social-emotional skill development) and positive youth development. For all staff positions, only the applicable portions of salaries have been charged to the grant budget. For example, the Outcomes Measurement Specialist works 36 hours per week on 21CCLC programming across all funded sites, and only 6 hours of their salary has been allocated to the GREAT Futures Hagler 21CCLC program site.

Expenses have also been based on the number of youth targeted by this proposed 21CCLC program, which is 180. For example, the budget includes resources for student field trips to places such as the Atlanta Zoo and Atlanta Aquarium to support academic enrichment, which have been based on the total number of youth admissions needed based on the number of youth targeted to be served by the program. Another example is that funds have also been allocated to program supplies to support academic improvement through hands-on learning, like math tactiles, pencils and paper, balls and games, and other project-based learning that aligns to the regular school day based on the number of youth targeted by the program.

The primary cost associated with Goal 3 is the Family Liaison role, which is critical to increasing parental engagement in their student's education process. This part-time position will provide year-round support to parents and families, including targeted communication (weekly emails, monthly newsletters, and other communications as necessary and appropriate to support the program), adult education topics on key strategies to support their student, and family engagement components, such as Family Learning Nights or student showcases, implemented in partnership with the Site Coordinator.

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

The BGCGA 21st CCLC Program will operate one consolidated community learning center to serve students and families at seven of the most challenged public schools in our district in a reasonable, cost-efficient manner. The CCLC program will provide extended learning opportunities otherwise inaccessible to the students and families. The total number of students proposed to be served is 180, at a cost per child of \$1,944.44. Taking into consideration the quality of expanded learning opportunities students will receive, coupled with the benefits to families, this cost per child is reasonable and all requested expenditures are necessary and directly linked to planned activities and outcomes. The annual administrative costs (indirect) requested in the budget are \$11,836 (3.8% of the budget) and the total annual evaluation costs requested in the grant are \$10,500 (3% of the budget request).

d. How 21st CCLC funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; (Therefore, 21st CCLC funds cannot be used to replace existing programs, activities, or services, unless that funding has been eliminated or drastically reduced. Funds must be used for new populations, new programs, new services, or any combination thereof. Funds must be used to increase services offered by the program.) and

BGCGA will coordinate, leverage, and supplement, but not supplant funding from other sources with 21st CCLC funding to support the effective and efficient implementation of the program. The program, if funded, will allow additional students to be served and the depth of services to be expanded. The proposed expenses in the budget support additional expenses to expand the program offerings, quality and access to more students. BGCGA will coordinate additional funds, including USDA Child and Adult Care Food Program, and Building Opportunities in Out-of-School Time (BOOST) funding to support and amplify the 21CCLC program's impact. For example, the program leverages BOOST funding, to supplement pay for certified teachers. In today's highly competitive marketplace, teachers are demanding \$40/hour during the school year and \$45/hour during the summer months. The proposed 21st CCLC program budget provides for \$30/hour certified teacher compensation. BOOST funding is used to supplement teachers' pay to reach a competitive compensation for the going market rate. No supplanting occurs. Coordinating and supplementing funds in this way ensures high quality teaching staff and low staff to student ratios that will allow for more positive outcomes in academic achievement and social-emotional development of targeted students.

BGCGA utilizes Intuit QuickBooks non-profit fund accounting software, has established internal controls and written financial and management policies to ensure all generally accepted accounting principles are followed. Purchase order, requisition and bid processes will be followed to ensure compliance with all procurement requirements and to ensure purchases are allowable and applicable

to the program. All expenses and revenue are coded to designated 21st CCLC accounts within QuickBooks using classes and locations to ensure funds are used for the sole purposes of the grant. Profit and Loss fund reports will be generated and monitored through the reimbursement process. BGCGA uses an independent audit firm and has received unqualified audit opinions.

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 are necessary as they will perform work directly related to the BGCGA 21CCLC GREAT Futures Hagler program. Percentages of time of existing BGCGA full-time staff have been allocated to accomplish tasks related to the project, limiting administrative expense to the program. All pay rates are reasonable and are based on local market rate and recommendations for national average compensation studies, including via guidelines from the Boys & Girls Clubs of America. The first national study was completed in 1998 and guidelines are updated approximately every 3 years, including trends in inflation. No administrator/superintendent and/or principal(s) will receive any portion of a salary or stipend from the 21st CCLC grant funds.

The total number of students to be served is 180. A total of 3 Lead Teachers will work with a maximum of 10 students each to maintain a 1:10 staff to student ratio for academic instruction components of the program, while a total of 10 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. The academic portion of the BGCGA 21CCLC program has been intentionally designed with staff to student ratios to address the complex challenges students face from the significant child wellbeing needs in Richmond County. Research has shown that strong relationships with caring adults is the most impactful protective factor to address these needs. Each student will receive a minimum of 3 hours per week of tutoring/supplemental instruction from a certified teacher in addition to the other academic enrichment activities offered.

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.

Boys & Girls Clubs of Greater Augusta implements an affordable, non-barrier fee across all its program sites, including the GREAT Futures Hagler 21CCLC program. The fee is \$25 annually for elementary and middle school youth and \$10 annually for teens. The purpose of the fee is to contribute to the sustainability of the program and to increase parental investment in the program. To ensure equitable access and participation, no student or family is ever turned away for inability to pay the \$10 or \$25 annual fee. The BGCGA fee structure has been previously approved by the Georgia Department of Education for use at BGCGA's existing 21CCLC program sites and will be implemented for the full course of the grant award. Overall, less than 3% of BGCGA's annual operating budget comes from program fees. The BGCGA GREAT Futures Hagler 21CCLC program will expend fees collected on salaries for 21st CCLC program staff who are not funded through the grant budget (e.g., Membership Clerk, etc.).

(Word count is 1763)

WORKING CAPITAL ANALYSIS WORKSHEET 2022-2023

Applicant Name: Boys & Girls Clubs 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:	12/31/2020
Cash and cash equivalents*	\$ 221,332.00

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
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FY23 RFP Budget Details For Year 1 (FY23)

Program name: BGCGA GREAT Futures Hagler 21CCLC Program

Fiscal agent name: Boys & Girls Clubs of Greater Augusta

Budget updated on (date): 01/16/2022

					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
2023	1000 / 110	1000	110	3	\$21,600.00	\$64,800.00	3 Lead Tutors - (\$30 per/hr @ 20hr/wk @ 36 wks) After School Program - 20hr/wk is needed to allow teachers one hour per day to prepare for programming - increasing hourly rate to be comparable to the market rate in our area.
2023	1000 / 110	1000	110	3	\$3,600.00	\$10,800.00	3 Lead Teachers - (\$30 per/hr @ 20hr/wk @ 6 wks) Summer Program
2023	1000 / 110	1000	110	3	\$1,800.00	\$5,400.00	3 Lead Teachers - (\$30 per/hr @ 5hr/day @ 12 days) Holidays
2023	1000 / 140	1000	140	10	\$9,900.00	\$99,000.00	Enrichment Staff-10(\$13 per/hr @ 25hr/wk @ 36 wks) After School Program; only charging 85% of these wages to 21st CCLC
2023	1000 / 140	1000	140	10	\$1,650.00	\$16,500.00	Enrichment Staff-10(\$12 per/hr @ 25hr/wk @ 6 wks) Summer Camp Program: only charging 85% of these wages to 21st CCLC
2023	1000 / 140	1000	140	10	\$660.00	\$6,600.00	Enrichment Staff-10(\$12 per/hr @ 5hr/day @ 12 days) Holidays; only charging 85% of these wages to 21st CCLC
2023	1000 / 200	1000	200	1	\$6,197.00	\$6,197.00	Fringe Benefits for Lead Teachers calculated at 7.65%
2023	1000 / 200	1000	200	1	\$9,341.00	\$9,341.00	Fringe Benefits for Enrichment Staff calculated at 7.65%
2023	1000 / 300	1000	300	1	\$4,000.00	\$4,000.00	Contracted Services (Storyland Theater, Arts Council, others, etc.); We will consult with GADOE before implementation
2023	1000 / 610	1000	610	1	\$9,538.00	\$9,538.00	After school program supplies including paper, copies of curriculum, pencils, pens, membership cards, projects, balls and games for project based/hands-on learning supplies that

							align to the regular school day. Also includes funds for bookshelves, storage bins and filing cabinets to store resource books, math & science manipulatives and important records. 12 months @ \$2500; reduced to stay within budget constraints
2023	2100 / 177	2100	177	1	\$8,640.00	\$8,640.00	Family Liaison (\$12 per hour @ 20 hr/wk @ 36 weeks) - After School
2023	2100 / 177	2100	177	1	\$1,440.00	\$1,440.00	Family Liaison (\$12 per hour @ 20 hr/wk @ 6 weeks) - Summer Camp
2023	2100 / 177	2100	177	1	\$720.00	\$720.00	Family Liaison (\$12 per hour @ 5hr/day @ 12 days) - Holidays
2023	2100 / 191	2100	191	1	\$21,923.00	\$21,923.00	Site Coordinators annual salary = \$38,000/year - works 30 hours per week on 21st CCLC programming for 48 weeks - Reducing to 25 hours per week to finalize RFP; BGC and GADOE will discuss further about the need for 30 hours afterwards
2023	2100 / 200	2100	200	1	\$6,577.00	\$6,577.00	Fringe Benefits for full time Site Coordinators(calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2023	2100 / 200	2100	200	1	\$539.00	\$539.00	Family Liaison - Fringe Benefits @ 7.65%
2023	2213 / 199	2213	199	1	\$0.00	\$0.00	Curriculum Specialist Salary (\$22/hr; works 36 hours per week on 21st CCLC programming for 48 weeks) - Salary is split evenly among all 6 subgrants - 6 hours per subgrant; no 21st CCLC funds allocated due to budget constraints
2023	2213 / 200	2213	200	1	\$0.00	\$0.00	Fringe Benefits - Curriculum Specialist (calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2023	2213 / 300	2213	300	1	\$1,000.00	\$1,000.00	Training & Development - onsite (includes consultant fees for training &

							travel);we will consult with GADOE to obtain prior approval.
2023	2213 / 580	2213	580	1	\$2,000.00	\$2,000.00	Training & Development - offsite (includes travel, per diems and training costs). We will consult with GADOE to obtain prior approval.
2023	2213 / 810	2213	810	1	\$1,000.00	\$1,000.00	Registration fees for professional development training workshops. We will consult GADOE before implementation.
2023	2100 / 810	2100	810	300	\$20.00	\$6,000.00	Field Trip student admissions (3 trips @ \$20 per child @ 100 students) Field trips will reinforce learning objectives from weekly programs. Field trips include places like Atlanta Zoo and Atlanta Aquarium.
2023	2230 / 142	2230	142	1	\$6,335.00	\$6,335.00	Outcomes Measurement Specialist Salary (\$22/hr; works 36 hours per week on 21st CCLC programming for 48 weeks) - Salary is split evenly among all 6 subgrants - 6 hours per subgrant
2023	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; 75% of time is serving as Program Director for 21st CCLC (\$52,500 of total salary) - The 75% will be split evenly among the 6 subgrants (12.5% of total working hours)
2023	2230 / 200	2230	200	1	\$2,625.00	\$2,625.00	Program Director Fringe Benefits (30%)
2023	2230 / 200	2230	200	1	\$1,900.00	\$1,900.00	Fringe Benefits - Outcomes Specialist (calculated @ 30% of salary to include payroll taxes @ 8%, health insurance and retirement benefits at 22%)
2023	2300 / 300	2300	300	1	\$2,000.00	\$2,000.00	Annual External Audit including A-133 Audit
2023	2230 / 332	2230	332	1	\$1,800.00	\$1,800.00	Background Checks for staff & volunteers including finger printing costs and FBI check processing
2023	2300 / 880	2300	880	1	\$11,836.00	\$11,836.00	Indirect Costs @ 3.5%
2023	2500 / 148	2500	148	1	\$4,126.00	\$4,126.00	Staff Accountant (Full time employee -

							Annual salary \$45,000; 55% (22 hours/week for 21st CCLC) of which 16.67% if spent on this subgrant.
2023	2500 / 200	2500	200	1	\$1,238.00	\$1,238.00	Fringe Benefits - Staff Accountant (calculated @ 30% of salary applicable to this grant) - includes payroll taxes and health insurance. Reduced due to Budget constraints.
2023	2700 / 300	2700	300	1	\$16,875.00	\$16,875.00	Transportation - \$3.75 per mile reimbursement rate for an estimated 7500 miles for afterschool (rate includes vehicle fuel, maintenance, & driver)
2023	2700 / 300	2700	300	4	\$0.00	\$0.00	Transportation to & from field trips (8 contracted buses for 4 field trips @ \$1000/bus); no funds allocated due to budget constraints
2023	2900 / 300	2900	300	1	\$10,500.00	\$10,500.00	External Evaluation calculated at 3.5%

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

		Year 1 (FY23)		Year 2 (FY24)		Year 3 (FY25)		Year 4 (FY26)		Year 5 (FY27)	
Maximum Amount Allowed		\$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	\$232,176.00	66.34	\$232,176.00	66.34	\$232,176.00	66.34	\$208,958.00	66.34	\$185,837.00	66.37
2100	Pupil Services	\$45,839.00	13.1	\$45,839.00	13.1	\$45,839.00	13.1	\$41,255.00	13.1	\$36,717.00	13.11
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$4,000.00	1.14	\$4,000.00	1.14	\$4,000.00	1.14	\$3,600.00	1.14	\$3,000.00	1.07
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$21,410.00	6.12	\$21,410.00	6.12	\$21,410.00	6.12	\$19,269.00	6.12	\$17,149.00	6.12
2300	General Administration (for Federal Indirect Cost)	\$13,836.00	3.95	\$13,836.00	3.95	\$13,836.00	3.95	\$12,452.00	3.95	\$11,083.00	3.96
2500	Support Services - Business	\$5,364.00	1.53	\$5,364.00	1.53	\$5,364.00	1.53	\$4,828.00	1.53	\$4,297.00	1.53
2600	Maintenance and Operation of Plant Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2700	Student Transportation	\$16,875.00	4.82	\$16,875.00	4.82	\$16,875.00	4.82	\$15,188.00	4.82	\$13,517.00	4.83
2900	Other Support Services	\$10,500.00	3	\$10,500.00	3	\$10,500.00	3	\$9,450.00	3	\$8,400.00	3
	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)	278,015.00	79.44	278,015.00	79.44	278,015.00	79.44	250,213.00	79.44	222,554.00	79.48
	Administrative Expenses (2230, 2300 and 2500)	40,610.00	11.6	40,610.00	11.6	40,610.00	11.6	36,549.00	11.6	32,529.00	11.61
Code	Less:										
2230/300	Audit	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230/332	National Criminal Background Checks	\$1,800.00	0.51	\$1,800.00	0.51	\$1,800.00	0.51	\$1,620.00	0.51	\$1,450.00	0.52
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	\$10,652.00	3.38	\$9,586.00	3.42
	Sub-Total	\$13,636.00	3.89	\$13,636.00	3.89	\$13,636.00	3.89	\$12,272.00	3.89	\$11,036.00	3.94
	Net Administrative Expenses	\$26,974.00	7.71	\$26,974.00	7.71	\$26,974.00	7.71	\$24,277.00	7.71	\$21,493.00	7.67
2900/300	External Evaluation expense	\$10,500.00	3	\$10,500.00	3	\$10,500.00	3	\$9,450.00	3	\$8,400.00	3
Validations:											
	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE		TRUE		TRUE		TRUE		TRUE	
	Net Administrative expense is 10% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	
	External Evaluation expense is 3% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	

Supporting Budget Documents

a. Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program. See 29 U.S.C.A. § 207(g)(2). 21st Century Programs are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator's regular day. All salaries and wages must be consistent with the policies and procedures of the applicant agency. Proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project (<http://www.bls.gov/oes/current/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 FY22 are not required to include the financial audit and financial statements with their applications.

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

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

Wages PDF

Download a copy of [Boys&G_wages_64.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 FY22 are not required to include this financial audit with their applications.

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

Are you currently operating a 21st CCLC program in FY22? ☒ Yes ☐ No

[As a Non-LEA applicants currently operating a 21st CCLC program in FY22, 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 Hagler 21CCLC Program

A. Program Plan - History of Success

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

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

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

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

OUT-OF-SCHOOL TIME & YOUTH DEVELOPMENT PROGRAM EXPERTISE

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

Data and insights demonstrate that students who participate in BGCGA programs, particularly those who attend regularly, demonstrate positive youth outcomes across a number of 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, BGC of Greater Augusta). 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.

FINANCIAL MANAGEMENT & 21CCLC GRANTSMANSHIP EXPERIENCE

BGCGA has an annual operating budget of \$5.6 million and an excellent track record of managing both federal and state grants including 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 Prevention, and Child and Adult Care Food Program (CACFP). BGCGA has consistently received unqualified opinions on its single program audits and successful compliance monitoring visits. Since 2010, BGCGA has administered a total of 8 21CCLC programs/funds across three counties. The program has never received any findings from GDOE 21st CCLC monitoring staff or been placed on a corrective action plan and regularly meets required program attendance targets. Findings from the BGCGA most recent annual 21st CCLC local evaluation report in June 2021 found that the program was meeting all enrollment, attendance targets and that all measurable academic objectives were met. Overall, students reported gains in reading and math: 63% of regularly participating students (attending the program 30 days or more) improved their grades or maintained an “A” or “B” in reading on their report card and 66% of regularly participating students did so in math.

EVIDENCE-INFORMED PROGRAM MODEL & CURRICULA

The BGCGA GREAT Futures 21st CCLC program is grounded in evidence-based positive youth development theory and aligned to both the Georgia Standards of Excellence and the Georgia Afterschool & Youth Development (ASYD) Quality Standards to ensure high program quality. All program components and curricula were selected based on evidence of effectiveness and best practices for addressing the identified needs. Each program component was selected for its appropriateness in meeting the needs of the target population, including high-poverty, low ELA 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 afterschool best practices, GREAT Futures Hagler’s model provides informal learning through an experiential approach that supports a balance to traditional school education for students. Creative, blended, hands-on activities are utilized to promote language arts, math, and science. Inquiry-based methodology is infused throughout the program to encourage student problem-solving and engagement. This aligns with the Georgia AYSD principles on project-based, experiential and hands-on activities, including Quality Element 1 (Programming & Youth Development; 1.2) and Quality Element 4 (Linkages with the School Day; 2.3). For example, in a science activity, language arts is integrated using student journals to hone skills of observation; documentation; formulating and refining questions; articulating ideas and reasoning; identifying and debating evidence; moving from evidence to explanation; and communicating ideas and findings. Mathematical skills such as pattern recognition; data recording and analysis; proportion; and measuring and comparison are also incorporated.

In addition to the overall program model, the curricula and materials selected for this 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 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.

SUPPORTING ACADEMIC NEEDS:

To support goal area one, all academic program content has been aligned with the Georgia Standards of Excellence to support the 21CCLC program's stated goals and objectives to improve student achievement. The components that form the foundation of the Reading curricula are those highlighted by the report published by the National Reading Panel (2000). These include phonological awareness (including phonemic awareness), phonics, vocabulary, comprehension, and fluency. Additional task time in Math and activities linked to standards are evidence-based practices including the GREAT Futures math activities (NCTM 2000). For example, the program utilizes the IXL platform to create continuity 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. In English Language Arts, IXL's skills are aligned to the Georgia Standards of Excellence, providing comprehensive coverage of language arts concepts and applications. In Math, IXL's state standards alignments enable students to access practice questions specifically tailored to each required standard. For both subjects, the IXL Analytics standards center helps Lead Teachers and program staff track student progress towards state standards by quickly evaluating student aptitude and identifying trouble spots. For example, Georgia Standards of Excellence MGSE3.OA for math for third graders outlines that they "Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each." IXL's learning platform supports this with specific content that builds the skills required, including how to: Count equal groups (3-E.1); Identify multiplication expressions for equal groups (3-E.2); Write multiplication sentences for equal groups (3-E.3); Relate addition and multiplication for equal groups (3-E.4); Identify multiplication expressions for arrays (3-E.5); Write multiplication sentences for arrays (3-E.6); Write two multiplication sentences for an array (3-E.); Make arrays to model multiplication (3-E.7); Write multiplication sentences for number lines (3-E.8); and Relate addition and multiplication (3-N.10).

In addition to IXL, the GREAT Futures Hagler program will also utilize academic program curricula developed by the national Boys & Girls Clubs of America organization, including Power Hour, Diplomas to Degrees, 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 young people should be able to master by the end of each grade. Through Power Hour, youth extend their learning beyond the school day by participating in academic support (homework help); academic enrichment (fun, interactive high-yield learning activities); and academic remediation (individualized tutoring for those youth who need more intensive help with specific subjects or skills). Evidence-based Project Learn provides a comprehensive program strategy to reinforce and enhance the skills and knowledge young people learn at school during the hours they spend at afterschool programming. 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). 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.

POSITIVE YOUTH DEVELOPMENT & SOCIAL-EMOTIONAL LEARNING

To support positive youth development and social-emotional learning as per goal area two, the GREAT Futures Hagler will use the research-based SMART Moves Prevention Education Suite, Positive Action, and Triple Play programs, as well as evidence-informed mentoring practices and fine arts programming.

Due to the high prevalence of adult drug use identified in the community 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. Each component – SMART Kids (ages 6-9); Start SMART (ages 10-12); Stay SMART (ages 13-15) – addresses age appropriate issues and provides information and skills needed for youth to adopt the attitudes and behaviors necessary to lead healthy, fulfilling lives. SMART Moves' comprehensive strategy helps young people better navigate the challenging path from childhood to adulthood. A 2018 program evaluation conducted by the Royal Holloway University of London of SMART Moves found that for students with low to average resiliency pre-Smart Moves, had significant improvements in resiliency on completion of Smart Moves and 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 students make healthy choices in a variety of settings, including but not limited to risky behaviors like drugs, alcohol, and pre-mature sexual activity.

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. It is 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). Within its curriculum, it teaches standards of achievement in every content subject area directly and applied. It is also integrated into all subject areas. 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—even scripted—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).

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).

Through a partnership with the Office of Juvenile Justice & Prevention, BGCGA has identified best practices that support the implementation of high-quality mentoring practices for elementary and middle school youth. These learnings will be leveraged within the GREAT Futures Hagler 21CCLC program. High-quality mentoring programs during out-of-school time have been proven effective in reducing disciplinary referrals and improving in school day attendance for students. BGCGA will utilize character development and gender-based program curricula, including SMART Girls and Passport to Manhood, as part of their mentoring program. This aligns with Georgia ASYD Quality Element 3, Environment & Culture.

Utilizing the framework set forth by Georgia Standards of Excellence, GREAT Futures Hagler 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" (Obrien, 2013). GREAT Futures Hagler integrates The Arts throughout the proposed 21CCLC 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 weekly participation. In addition, BGCGA will utilize partners such as the Greater Augusta Arts Council to provide weekly classes tailored to support academic topics during the afterschool and summer programs. Partnerships with the Arts Council, Gertrude Herbert Institute of Art, and Jessye Norman School of the Arts also provide exposure to music, dance and theatrical performances to GREAT Futures participants. Through research-based programs and curriculum, GREAT Futures' targeted students will be provided diverse experiences in multiple mediums including ImageMakers photography program, exposure to classic literature through book clubs, and introduced to classical and modern artists such as Rembrandt and Freida Kahlo. Digital Arts curriculum will be utilized to provide animated tutorials that guide students in developing skills in web design, graphic design, digital photography, music making, and movie making.

ENCOURAGING PARENT/FAMILY ENGAGEMENT

To support goal area three, the GREAT Futures Hagler 21CCLC program will support parent and family engagement in their student's education through Positive Action as well as Love Notes, an evidence-based program that will be implemented in partnership with Augusta University. 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 directory for its effective intervention that supports healthy development and lifestyle choices. A 5-year, \$4.8 million study conducted by researchers at the Kent School of Social Work at University of Louisville found that the program increased key outcomes for youth and families, including: increase in abstinence; decrease in pre-

mature sexual activity; and a reduction in the risk of experiencing a 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 21CCLC program.

PROGRAM QUALITY & ASYD STANDARDS

BGCGA adheres to the quality standards in the Weikart Center's Youth Program Quality Intervention (YPQI) and the Georgia ASYD Quality Standards (which are very well aligned). YPQI helps out-of-school time (OST) systems build the 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 YPQI 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 YPQI uses evidence-based materials and practices that BGCGA customizes and applies to the program to continuously improve program quality. These materials include data-driven tools to expert trainings that equip BGCGA staff with the positive youth development and SEL-informed resources required to create a culture of continuous improvement for staff and youth.

The YPQI 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 9 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

A detailed description of how how identified strategies align with the Georgia Standards of Excellence and are research-based and proven effective has been provided under History of Success.

All GREAT Futures Hagler 21CCLC program Goals and corresponding Objectives have been input into the RFP application system, including Measurable Objectives and Measurement Tools, Activities & Timeframes, and a unique Alternate Delivery Model Plan.

Goals:

- 1) Improve Student Academic Achievement
- 2) Support Social-Emotional Learning through Positive Youth Development
- 3) Increase Family Engagement/Involvement in Students' Educational Process

Goals & Objectives:

- 1) Improve Student Academic Achievement
 - 1.1) Annually, 40% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading;
 - 1.2) Annually, 50% of regularly participating students will improve grade and/or maintain an "A" or "B" in reading on report cards;
 - 1.3) Annually, 40% of regularly participating students will meet or exceed state standards in math;
 - 1.4) Annually, 50% of regularly participating students will improve grade and/or maintain an "A" or "B" in math on report cards.
- 2) Support Social-Emotional Learning through Positive Youth Development
 - 2.1) Annually, 65% of regularly participating students will Increase knowledge of conflict resolution

techniques

2.2) Annually, 75% of regularly participating members will increase civic engagement

2.3) Annually, 65% of regularly participating students will increase their knowledge and ability to exercise self and social management

3) Increase Family Engagement/Involvement in Students' Educational Process

3.1) 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 student.

3.2) Annually, 50% of regularly participating students' families will volunteer at the program at least one time.

Note that BGCGA follows all COVID-19 health and safety guidance from the Centers for Disease Control (CDC). In addition, BGCGA partners with Richmond County School System to understand the mode of instruction that is most appropriate based on local conditions and classroom events. When on-site programming is not possible, BGCGA's Alternative Programming Plan 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 is using technology platforms such as Facebook and YouTube videos to lead homework help, STEM activities, story time and our Virtual Reading Café. Certified Lead Teachers will continue to tutor 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 Google Classroom to tutor BGCGA students and can provide instructional support with school assignments. Students will be able to access their IXL Learning accounts virtually, with additional support to secure appropriate tech devices from BGCGA as appropriate and necessary.

To ensure cyber safety, BGCGA will utilize MyFuture Digital Literacy activities to help 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. 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 cyber bullying. As necessary and appropriate, BGCGA is also prepared to utilize KidSmartz an online safety programs from the National Center for Missing & Exploited Children (NCMEC) that helps youth become aware of online risks and prevent victimization by making safer choices on- and offline, as well as Common Sense Education's Digital Citizenship lessons to help students understand how to use technology responsibly.

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve Student Academic Achievement	1.1) Annually, 40% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading.	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, GCSS Benchmark Assessments	1.1.1) Reading Tutors 1.1.2) BGCA research-based academic curriculum programs 1.1.3) IXL Learning online assessment and instruction	1.1.1) Daily throughout the school year
	1.2) Annually, 50% of regularly participating students will improve grade and/or maintain an "A" or "B" in reading on report cards.	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, GCSS Benchmark Assessments	1.2.1) Reading Tutors 1.2.2) BGCA research-based academic curriculum programs 1.2.3) IXL Learning online assessment and instruction	1.1.2) 2x a week throughout the school year, specific to reading
			1.3.1) Math Tutors 1.3.2) BGCA research-based academic curriculum programs 1.3.3) IXL Learning online assessment and instruction	1.1.3) 2x a week throughout the school year, specific to reading
			1.4.1) Math Tutors 1.4.2) BGCA research-based academic curriculum programs 1.4.3) IXL Learning online assessment and instruction	1.2.1) Daily throughout the school year
	1.3)	1.3) GA Milestones Assessment, Report Card Grades, BGCA		1.2.2) 2x a week throughout

	Annually, 40% of regularly participating students will meet or exceed state standards in math. 1.4) Annually, 50% of regularly participating students will improve grade and/or maintain an “A” or “B” in reading on report cards.	Academic Curriculum/Assessment Results as identified in Program Goals details; IXL Learning Assessments, Pre/Post Test Results, GCSS Benchmark Assessments 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, GCSS Benchmark Assessments		the school year, specific to reading 1.2.3) 2x a week throughout the school year, specific to reading 1.3.1) Daily throughout the school year 1.3.2) 2x a week throughout the school year, specific to math 1.3.3) 2x a week throughout the school year, specific to math 1.4.1) Daily throughout the school year 1.4.2) 2x a week throughout the school year, specific to math 1.4.3) 2x a week throughout the school year, specific to math
2) Support Social-Emotional Learning through Positive Youth Development	2.1) Annually, 65% of regularly participating students will Increase knowledge of conflict resolution techniques. 2.2) Annually, 75% of regularly participating members will increase civic engagement.	2.1) BGCA research-Based curriculum as identified and detailed in Program Goals Narrative (including SMART Curriculum suite and Positive Action), Pre/Post Tests, Teacher & After school staff observations & reports, Attendance records, student self-reports and survey data from the National Youth Outcomes Initiative, Discussion Groups 2.2) BGCA research-Based curriculum as identified and detailed	2.1.1) BGCA Research-Based Wellness Curriculum programs and SMART suite 2.1.2) Triple Play Program: Mind, Body, & Soul Activities 2.1.3) Positive Action and Student Discussion Groups 2.2.1) BGCA Research-Based Wellness Curriculum programs and SMART suite 2.2.2) Triple Play Program: Mind, Body, & Soul Activities 2.2.3) Positive Action and Student Discussion Groups 2.3.1) BGCA Research-Based Wellness Curriculum programs and SMART suite 2.3.2) Triple Play Program: Mind, Body, & Soul Activities	2.1.1) Weekly throughout the school year 2.1.2) Daily throughout the school year 2.1.3) Weekly throughout the program as needed 2.2.1) Weekly throughout

	2.3) Annually, 65% of regularly participating students will increase their knowledge and ability to exercise self and social management.	in Program Goals Narrative (including SMART Curriculum suite and Positive Action), Pre/Post Tests, Teacher & After school staff observations & reports, Attendance records, student self-reports and survey data from the National Youth Outcomes Initiative, Discussion Groups	2.3.3) Positive Action and Student Discussion Groups	the school year 2.2.2) Daily throughout the school year 2.2.3) Weekly throughout the program as needed 2.3.1) Weekly throughout the school year 2.3.2) Daily throughout the school year 2.3.3) Weekly throughout the program as needed
3) Increase Family Engagement/Involvement in Students' Educational Process	3.1) 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 student. 3.2) Annually, 50% of regularly participating students' families will volunteer at the program at least one time.	3.1) Event/activity sign-in sheets, parent satisfaction surveys, Parent feedback on student's academic performance and IXL reports, observations 3.2) Event Sign-In Sheets, After-school staff reports, Volunteer Log	3.1.1) Parent Workshops-topics: Grade Level Performance, Grade Proficiency Requirements, Social Emotional Development, Health, Nutrition & Wellness 3.1.2) Family Liaison contacts & visits 3.1.3) Assist with Parent Email Account Set Up 3.1.4) Access to computer lab for parents 3.2.1) Family Liaison contacts & visits 3.2.2) Establish/Maintain/Communicate via Email 3.2.3) Mail/Email Club newsletters to parents	3.1.1) Monthly and as needed throughout the school year and/or summer 3.1.2) Weekly and as needed throughout the school year and/or summer 3.1.3) As needed throughout the school year and/or summer 3.1.4) As needed throughout the school year and/or summer 3.2.1) Weekly and as needed throughout the school

				year and/or summer
				3.2.2) Weekly and as needed throughout the school year and/or summer
				3.2.3) 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.

BGCGA follows all COVID-19 health and safety guidance from the Centers for Disease Control (CDC). In addition, BGCGA partners with Richmond County School System to understand the mode of instruction that is most appropriate based on local conditions and classroom events. When on-site programming is not possible, BGCGA's Alternative Programming Plan 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 is using technology platforms such as Facebook and YouTube videos to lead homework help, STEM activities, story time and our Virtual Reading Café. Certified Lead Teachers will continue to tutor 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 Google Classroom to tutor BGCGA students and can provide instructional support with school assignments. Students will be able to access their IXL Learning accounts virtually, with additional support to secure appropriate tech devices from BGCGA as appropriate and necessary. To ensure cyber safety, BGCGA will utilize MyFuture Digital Literacy activities to help 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. 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 cyber bullying. As necessary and appropriate, BGCGA is also prepared to utilize KidSmartz, an online safety programs from the National Center for Missing & Exploited Children (NCMEC) that helps youth become aware of online risks and prevent victimization by making safer choices on- and offline, as well as Common Sense Education's Digital Citizenship lessons to help students understand how to use technology responsibly.

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families. Family engagement activities are posted weekly, providing parents with regular opportunities to connect with their student's learning and development. 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 cyber bullying. As necessary and appropriate, BGCGA is also prepared to utilize KidSmartz, an online safety programs from the National Center for Missing & Exploited Children (NCMEC) that helps youth become aware of online risks and prevent victimization by making safer choices on- and offline, as well as Common Sense Education's Digital Citizenship lessons to help students understand how to use technology responsibly.

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 Student Academic Achievement

2) Support Social-Emotional Learning through Positive Youth Development

3) Increase Family Engagement/Involvement in Students' Educational Process

SAVE

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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 BGCGA GREAT Futures 21 CCLC program will operate from 3:15 p.m. to 6:15 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 will offer services on most school holidays from 9 a.m. to 2 p.m. A 6-week Summer Enrichment program will be offered 9 a.m. to 2 p.m. Monday-Friday. The summer program will offer adapted program activities using a weekly thematic approach. A nutritious snack will be served to all members who attend the program. During summer programming, students receive a 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 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 select to participate in certain areas (i.e., guitar vs. dance or garden project vs. sports clinic). Family engagement activities are held at least once per month during program hours. 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.

To ensure consistent and dependable hours of operation that enable the program to well-support working parents, BGCGA has implemented a COVID-19 safety protocol to minimize potential exposure and/or associated site closures for mandatory periods of self-quarantine. This includes wellness checks that align to industry standards (questionnaire and temperature reading) administered by staff for all students and parents prior to entering the building. BGCGA will work to continue updating COVID-19 safety policies and procedures in accordance with best practices as the pandemic continues to evolve.

(Word count is 303)

Download sample weekly schedule of activities for each program at each site
E.W. Hagler Club

After School Program: [E.W. Hagler Club_as_program_64_25.pdf](#)

Weekend/Holidays Program: [E.W. Hagler Club_ns_program_64_25.pdf](#)

Summer Program: [E.W. Hagler Club_sb_program_64_25.pdf](#)

21st CCLC SITE PROFILE FORM (2022-2023)					
21st CCLC Site Name	E.W. Hagler Club		County	Richmond	
Physical Address	1903 Division Street				
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		Student data is	
After School	K-8	After School	180	from Funding	
Weekends/Holidays	K-8	Weekends/Holidays	125	Request Worksheet	
Summer	K-8	Summer	125		
Enrichment Student to Staff Ratio	1:15		Academic Student to Staff Ratio 1:10		
SITE CONTACT INFORMATION					
Dr.					
Site Contact Name	Shaniquia Stanley	Phone	706-399-9883	Email	sstanley@bgcgreateraugusta.org
Regular School Year Program for Students					
AFTER SCHOOL PROGRAM Site Schedule					
After School Program Start Date	04-Aug-22				
After School Program End Date	24-May-23				
Total # Days After School	180				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	3:15 PM	3:15 PM	3:15 PM	3:15 PM	3:15 PM
Service End Time (e.g., 6:00 PM)	6:15 PM	6:15 PM	6:15 PM	6:15 PM	6:15 PM
					Total Weekly Hours After School 15.00 of 15.00 hours
WEEKEND and HOLIDAYS Site Schedule (if applicable)					
List Days Site Will Be Open (e.g., 10/16/13, 10/23/13)	9/6/22, 10/7/22, 10/10/22, 10/11/22, 11/11/22, 1/2/22, 1/3/22, 1/4/22, 2/21/22; 3/14/22; 4/2/22				
Total # Non-School Days	16				
	SAT	SUN	HOLIDAYS		
Service Begin Time (e.g., 9:00 AM)			9:00 AM		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		
TOTAL HOURS PER DAY	0.00	0.00	5.00		
Summer Programs for Students					
Summer Site Schedule for Typical Week					
Summer Program Start Date	05-June-23				
Summer Program End Date	28-July-23				
Total # Days Summer Program	30				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM
Service End Time (e.g., 4:00 PM)	2:00 PM	2:00 PM	2:00 PM	2:00 PM	2:00 PM
					Total Summer Hours per Week 25.00 of 25.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)					
Adult Education Site Program Schedule					
Dates Site Open (Adults)					
Dates Site Closed (Adults)					

Total # Days	0	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)							Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)							0.00

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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 BGCGA GREAT Futures 21CCLC Program proposes to serve 180 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 21CCLC 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 ELA and/or Math; identified as chronically absent; discipline challenges; and/or low income. The program will accept students on a first come first serve 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 need 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, Salvation Army Ray & Joan Kroc Corps 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).

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 of time 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 Hagler program 30 or more days during the year. 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 for 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.

(Word count is 621)

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Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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 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. For the BGCGA 21st CCLC GREAT Futures Hagler Program, BGCGA will recruit and hire qualified staff for the after school and summer program and key administrative and program positions are as follows:

Executive Director - management - Kim Evans
Finance Director - management - Bridgett Carrington
Chief Operating Officer - management - Carlos Daniels
Program Director - Dr. Shaniquia Stanley
Site Coordinator - Jeremy McCoy
Membership Clerk - To Be Hired
Family Liaison - To Be Hired
Outcomes Measurement Specialist - To Be Hired
Curriculum Specialist - To Be Hired
3 Lead Teachers - Existing/To Be Hired
10 Enrichment Staff - Existing/To Be Hired

Mrs. Kim Evans serves as the Executive Director 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 Executive Director 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. For the proposed 21CCLC grant program, Mrs. Evans will ensure the 21st CCLC Advisory Council is developed and maintained; oversee progress of the GREAT Futures program goals and objectives; ensure performance outcome measures are achieved; and together with the Program Director will ensure the evaluation plan is completed. This is a full-time position, provided in-kind to the program with no costs associated with the Executive Director role included in the program budget.

Mrs. Bridgett Carrington serves as BGCGA Finance Director. The Finance Director reports to the Executive Director. Mrs. Carrington received a Bachelor's degree in Business Administration and Accounting from Augusta University. She also holds a M.B.A. from Augusta University. Mrs. Carrington began working for the organization in 2012 as the Staff Accountant, and since has risen to Senior Staff Accountant and currently holds the position of Finance Director. As Finance Director, she manages all financial, human resource, and IT functions for the organization and oversees one staff accountant. These functions include: preparing and analyzing financial statements, monitoring allocations to ensure grant and GAAP requirements are met, monitoring all federal, state, and local grants, overseeing annual audits, and managing payroll and Human Resources functions for all staff members at twelve Clubs across the 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. For the proposed 21CCLC GREAT Futures program, Mrs. Carrington will ensure the fiscal transparency of the program budget and that it complies with all grant accountability requirements and reporting. Through an independent evaluator, the BGCGA GREAT Futures 21st CCLC Advisory Counsel and the Board of Directors, the GREAT Futures Program is both accountable for all deliverables and transparent in operations. This is a full-time position and only 16.67% of administrative costs associated with the Finance Director role have been included in the program budget.

Carlos Daniels serves as BGCGA Chief Operating Officer, reporting to the Executive Director. 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 21CCLC GREAT Futures program, Mr. Daniels will be responsible for overseeing administration, supervision and grants management functions. On a day to day basis, this includes establishing and enforcing policies, ensuring requirements are met, serving as liaison among local and state partners, coordination with the Richmond County School System, 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 Chief Operating Officer role included in the program budget.

Dr. Shaniquia Stanley serves as BGCGA Director of Academic Success and the 21CCLC Program Director. She will devote 30 hours per week to the 21CCLC program, divided equally between Hagler and other 21CCLC sites funded through separate grants. The 21CCLC Program Director reports to the Chief Operating Officer. 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 such as those targeted by this 21CCLC 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 21st CCLC GREAT Futures 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 System, and weekly meetings with Lead Teachers to discuss student needs and strategize on solutions. This is a full time position, with 75% of her time spent serving as Program Director for 21st CCLC, including 12.5% of her time spent on the GREAT Futures Hagler 21CCLC program.

Jeremy McCoy serves as BGCGA Director of Club Experience and the 21CCLC Site Coordinator. As reflected in the attached budget, he will devote 30 hours of time per week to his role as Site Coordinator, which has been allocated proportionately to the program budget. The 21CCLC Site Coordinator reports to the Chief Operating Officer. Mr. McCoy has been with BGCGA for nearly a decade, joining in August 2012 as a Lead Teacher. He holds a Bachelor's of Science in Psychology from Oglethorpe University. His experience includes grants management, staff supervision, daily operation control, training and facilitation, program management and community partnerships. He has extensive experience with 21CCLC grants specifically, including creating and implementing program lesson plans that are aligned with the Georgia Standards of Excellence. For the proposed 21CCLC grant program, Mr. McCoy will ensure that the program is implemented as it was designed, including working with the Membership Clerk to retrieve and analyze data from the Membership Management System.

Site Coordinator McCoy will hire and supervise one part-time Family Liaison for the GREAT Futures Hagler program, estimated at 20 hours per week during the school year and summer and 5

hours a week during holiday weeks when school is not in session. The Family Liaison will act as the designated staff person who communicates directly with caregivers and family members to invite their involvement and participation with the 21st CCLC GREAT Futures program at Hagler. The Family Liaison will serve to connect program participants' parents/guardians to the GREAT Futures program and to the targeted schools. The Family Liaison will develop family plans, coordinate resources for families, and deliver family programs. A minimum of a high school diploma is required for the Family Liaison; some college coursework completion is preferred.

Site Coordinator McCoy will hire and supervise one Membership Clerk for the program. The Membership Clerk is responsible for checking students in and out of the program, including maintaining accurate attendance logs. Membership Clerks will also distribute program information daily, assist with transitions between activities, and ensure compliance to safety procedures as necessary. Requirements for the position include experience with data entry and/or membership tracking systems, and current CPR and First Aid Certification from an accredited source. This is a part-time position and no costs associated with the Membership Clerk role have been included in the program budget.

Curriculum Specialist

Site Coordinator McCoy will hire and supervise one Curriculum Specialist. This role 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 Measurement Specialist maintains up-to-date research on curriculum and gives feedback to the Program Director and ensures that lessons are aligned with the school day. The Outcomes Measurement Specialist is responsible for monitoring lesson plan alignment to the Georgia Common Core Standards and assisting in developing lessons for students with IEPs. They will also conduct classroom observations in utilizing the David P. Weikart Youth Program Quality Assessment Tool weekly during the afterschool and during the summer. Curriculum Specialists must have a bachelor's degree from an accredited college or university and a minimum of 3-5 years of work experience in positive youth development, with emphasis on program design and delivery of quality services. This position works 36 hours per week, split evenly between 21CCLC sites, and no costs associated with the Curriculum Specialist role have been included in the program budget.

Outcomes Measurement Specialist

The Program Director will hire and supervise a full-time Outcomes Measurement Specialist. The position is responsible for administrative functions of the organization in accordance with 21CCLC requirements. This position is accountable to facility service functions, including but not limited to program development, program quality management, and grants activity management when applicable. This position will 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 Measurement Specialist facilitates secure data transfer for the independent evaluator. Outcomes Measurement Specialists must have a minimum of 5 years of experience in a structured learning environment; teacher certification preferred. This position works 36 hours per week, split evenly between 21CCLC sites, with 6 hours per week included in the program budget.

Lead Teachers

BGCGA will employ 3 Lead Teachers to support the academic components of the GREAT Futures Hagler 21CCLC program. The Lead Teachers will report to the Program Director. They will lead academic content, including the Power Hour program, and will deliver remediation instruction and develop individual learning plans in coordination with school day teachers for a total of fifteen instructional hours per week. A total of 3 Lead Teachers will work with a maximum of 10 students each to maintain a 1:10 staff to student ratio for academic instruction components of the program, while a total of 10 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. Lead Teachers meet weekly with the Program Director to review student academic data, assess continuity with the school day, and monitor student progress toward state standards. As needed, they will also provide specialized lessons in subjects of ELA, Math, and Science. Lead Teachers receive five hour of planning time each week to help prepare for service delivery. Qualifications include, at minimum, a bachelor's degree, a Georgia teaching certificate from the Georgia Professional Standards Commission, and one year of teaching experience. These positions are part-time, working a total of 20 hours per week on the GREAT Futures Hagler 21CCLC program.

Enrichment Staff/ Youth Development Professionals

The GREAT Futures Hagler 21CCLC program will hire 10 Enrichment Staff/ Youth Development Professionals. The Enrichment Staff report to the Site Coordinator. Enrichment Staff work directly with youth leading activities and programming grounded in positive youth development. Requirements include experience working with children, knowledge of youth development, and the abilities to plan and implement quality programs, motivate youth and positively manage behavior problems, as well as organize and supervise members in a safe environment. Valid CPR and First Aid certifications from an accredited source are mandatory. These positions are part-time, working a

total of 25 hours per week on the GREAT Futures Hagler 21CCLC program year-round.

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 has 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, references, and agree to have a background check completed annually. Personnel information is checked against national and state criminal databases, and is also checked against the national sex offender databases. BGCGA utilizes First Advantage, FBI and the Georgia Department of Human Services' Georgia Applicant Processing System to conduct its background checks. All current staff members have on file copies of Comply with Official Code of Georgia Annotated (O.C.G.A.) 49-5-110 et. seq. that requires a criminal background check to ensure that potential employees have not been convicted of crimes that would invalidate their acceptability for employment. Anyone seeking employment is given a copy of their job description where this requirement is clearly stated. No person is hired to work directly with children prior to completing this process. Results from background checks are reviewed against a written criteria for past arrests during the last seven years, and any convictions (no matter when it occurred). Any information regarding a conviction will not necessarily constitute termination and/or non-hire, but will be reviewed in light of surrounding circumstances, including seriousness and nature of the violation, rehabilitation, and relationship to employment and federal statutory requirements. In the event a background check and evaluation of findings results are questionable, the applicant is ineligible for employment. All background checks are aligned with the school district's policies as well. All staff will meet the minimum age requirement of 18 years and have at least a high school diploma. After hire, all 21st CCLC staff, all contractors and all volunteers, must have a national criminal background check performed annually. Any findings on background screenings are rigorously evaluated based on a non-subjective criteria to determine the fitness for employment. Results from background checks remain in secure employee files. All employees are also required to pass a drug screen.

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

STAFF EVALUATION, ONGOING PROFESSIONAL DEVELOPMENT & TRAINING

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

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

BGCGA staff participate in an average of 40 hours of ongoing training and professional development through the year, with approximately 50% of this learning happening in-person and 50% happening virtually on the Spillett Leadership University training platform. During the 2022

program year, anticipated staff professional development trainings include: Back to School Training (August); Georgia Afterschool and Youth Development (ASYD) Quality Standards and Conference (September); BGCGA All Staff Summit (November); Back to Basics Training (December); CPR and First Aid Training, Certification & Refresher (December); Teaming up for the New Year (January); CPR and First Aid Training, Certification & Refresher (January); Beyond School Hours Conference (February); Boys & Girls Clubs of America Southeast Regional Conference on Positive Youth Development (February); Spring Break Training (April); Boys & Girls Clubs of America National Conference on Program Quality and Youth Outcomes (May); and Summer Camp Training (May). 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.

In addition, BGCGA has a strong relationship with Richmond County School System and school staff are always invited to attend, participate and share during the professional development trainings. For example, BGCGA staff and Richmond County School System staff meet and engage regularly at local Literacy Initiative meetings, which are hosted 3 times per school year in Augusta. These professional learning opportunities provided by the Community Foundation for the CSRA and include BGCGA staff and Richmond County teacher and guidance staff, enabling direct alignment and collaboration on increasing student exposure to literature and improving literacy outcomes.

VOLUNTEERS

BGCGA will leverage its Volunteer Coordinator, whose responsibilities are to recruit, screen, train and place volunteers (including seniors) in our programs. 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. Volunteers serve as mentors and coaches, homework assistants, arts and craft instructors, group activity leaders, fitness activity leaders, board members, advisory council members, and chaperones. Groups of volunteers have participated in various improvement projects at the clubs, as well as introduced the children to the arts or a particular occupation. Senior volunteers work in our summer program through our partnership with the Senior Citizens Council and the Foster Grandparent program. Volunteer Coordinators must have a high school diploma, at minimum.

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).

BGCGA has developed a volunteer recruitment and retention plan. Volunteers are recruited through a variety of means, including building relationships and partnerships with local businesses, colleges, and corporations; attending agency and community fairs; utilizing all social media outlets; and utilizing mass media (PSAs on radio, TV, and print media). Retention of volunteers starts from day one. From the initial contact, the Volunteer Coordinator keeps communications open through a set follow-up plan that maximizes volunteer retention. 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.

(Word count is 3609)

Is the program director known at this time? ☒ Yes ☐ No

If so upload their résumé.

Download résumé for the program director

Download résumé: [Boys&Glr_resume_64_293214.pdf](#)

Partners Table

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Augusta Locally Grown	CBO	Curriculum and	\$0.00	Food insecurity and wellness: Healthy food resources and nutrition education for

		volunteers		students
Augusta Partnership for Children	CBO	Wraparound services	\$0.00	Family engagement: Adult education, family engagement curriculum, and referral services
Augusta Technical College	CU	Curriculum and volunteers	\$0.00	Family engagement: Family wraparound support services, including adult education
Augusta University College of Education	CU	Curriculum and volunteers	\$0.00	Student academic support: partner on curriculum development and program delivery
Augusta University Literacy Center	CU	Curriculum and volunteers	\$0.00	Literacy education and family engagement: Access to literacy resources for students and their families
Gertrude Herbert Institute of Art	MUS	Curriculum and volunteers	\$1,153.84	Weeklong arts-based summer camp curriculum
Golden Harvest Food Bank	CBO	In-kind	\$0.00	Food insecurity: Donate food for students and families as needed/requested; food for purchase as needed/requested
Harrisburg Family Health Care	HBO	Wraparound services	\$0.00	Health and Wellness: Access to free, quality family healthcare services as needed, including vision, dental and hearing screenings
Heritage Academy	PS	Students, services, etc.	\$0.00	Referring students and parents to the program; collaboration on grant delivery (ES4PS)
Jessye Norman School of the Arts	CBO	Curriculum and volunteers	\$21,000.00	Academic support and enrichment: Fine arts as a mechanism to support student academic development
RISE Augusta	CBO	Wraparound services	\$0.00	Improving safety and school attendance: providing school supplies, food, clothing, shoes, access to health care, eye glasses, adaptive aids, etc. as needed
Serenity Behavioral Health System	HBO	Wraparound services	\$0.00	Social emotional development: Clinical support services
St. Luke United Methodist Church	FBO	Curriculum and volunteers	\$0.00	Social emotional development and family engagement: Family wraparound support services

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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. GREAT Futures Hagler 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 fifteen individuals and have at least two parents and two students participating. To address academic needs, the Advisory Council will consist of educators and representatives from other education nonprofits such as 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 over 70 years. The aforementioned partners, as well as all partners listed in the table, have committed to specific roles to work towards achieving the stated goals and to support sustainability of the organization. In-kind contributions and cash disbursements will be monitored by the Program Director and Finance Director using BGCGA internal control policies. BGCGA has identified 13 partners for the GREAT Futures Hagler program.

GREAT Futures 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.

(Word count is 475)

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_64_59.pdf](#)

Augusta Partnership for Children

MOA: [Augusta Partnership for Children_moa_64_67.pdf](#)

Augusta Technical College

MOA: [Augusta Technical College_moa_64_62.pdf](#)

Augusta University College of Education

MOA: [Augusta University College of Education_moa_64_57.pdf](#)

Augusta University Literacy Center

MOA: [Augusta University Literacy Center_moa_64_63.pdf](#)

Gertrude Herbert Institute of Art

MOA: [Gertrude Herbert Institute of Art_moa_64_64.pdf](#)

Golden Harvest Food Bank

MOA: [Golden Harvest Food Bank_moa_64_58.pdf](#)

Harrisburg Family Health Care

MOA: [Harrisburg Family Health Care_moa_64_60.pdf](#)

Heritage Academy

MOA: [Heritage Academy_moa_64_164.pdf](#)

Jessye Norman School of the Arts

MOA: [Jessye Norman School of the Arts_moa_64_65.pdf](#)

RISE Augusta

MOA: [RISE Augusta_moa_64_56.pdf](#)

Serenity Behavioral Health System

MOA: [Serenity Behavioral Health System_moa_64_66.pdf](#)

St. Luke United Methodist Church

MOA: [St. Luke United Methodist Church_moa_64_61.pdf](#)

Richmond County Public Schools

MOA: [Richmond County Public Schools_moa_64_136.pdf](#)

Garrett Elementary School

MOA: [Garrett Elementary School_moa_64_8.pdf](#)

Lamar - Milledge Elementary School

MOA: [Lamar - Milledge Elementary School_moa_64_5.pdf](#)

Langford Middle School

MOA: [Langford Middle School_moa_64_11.pdf](#)

Monte Sano Elementary School

MOA: [Monte Sano Elementary School_moa_64_7.pdf](#)

Tutt Middle School

MOA: [Tutt Middle School_moa_64_6.pdf](#)

W.S. Hornsby Elementary School

MOA: [W.S. Hornsby Elementary School_moa_64_12.pdf](#)

W.S. Hornsby Middle School

MOA: [W.S. Hornsby Middle School_moa_64_9.pdf](#)

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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 21CCLC GREAT Futures 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 21CCLC 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 GREAT Futures program information to parents and students. For students

receiving individual or small group tutoring, monthly progress reports will be sent to parents. Parents will receive regular communication from the program's Family Liaison. The Family Liaison will maintain direct daily contact with program staff and give parents written communication via email and notes sent home, and phone calls. Parents are regularly provided with IXL reports and individual student profile reports twice per year. Certified 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 provides 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

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

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/Marketing Director will work together with the 21st CCLC Program Director to disseminate all program-related information. All communication materials to the target community will be written on a 3rd grade reading level and presented in a manner and language that ensures comprehension. BGCGA has a full-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 GREAT Futures 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

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 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 consents are provided to the district. The district provides the Program Director with access to pull all necessary school data for the afterschool program including report card grades and Georgia Milestones scores. Parents will sign a consent to share information during enrollment to enable BGCGA to obtain IEP's, report card grades, behavior reports and Georgia Milestones grades. IEPs are provided from the school in order 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 989)

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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 is required for others to pick-up a student, and identification is verified. Students are only allowed to leave the premises if the program has written permission from the parent to walk home. The program maintains a single entry control point that is staffed and monitored at all times by a Membership Clerk. BGCGA monitors all visitors and volunteers to the program with a secure entrance and sign-in and sign-out log.

PROGRAM FACILITIES

Located in downtown Augusta, the E.W. Hagler Clubhouse will serve as the site for all program activities and services. The facility was built in 1960 and received an extensive renovation and addition in 2016. The more than 23,900 square foot building facilities include an entrance lobby, large classroom wing, state-of-the art STEM lab, commons area, dance and art studios, a gymnasium, and a full commercial kitchen. The facility also has a large fenced playground and recreational fields. All program activities will be monitored continuously by BGCGA program staff during program activities to ensure safety. The club facility will be inspected annually by the fire department to identify and determine maximum capacity. Maximum building capacity is posted and BGCGA will continue to adapt as needed in response to applicable state, local, and national guidance for health and safety throughout the COVID-19 pandemic and related social distancing. Fire extinguishers will be inspected, and expiration dates will be tagged and logged. The building meets all ADA accessibility standards and is fully wheelchair accessible.

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. 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 has not been included in program operation hours.

Students are expected to follow the bus safety rules, including remaining seated, wearing their seat belt, and following the student code of conduct at all times. Transportation logs will be maintained as required, including detailed information on number of days, students, driver hours and all fuel and maintenance receipts. Drivers keep a maintenance log and safety checks are conducted at the beginning and end of each route run. Drivers are required to conduct daily vehicle safety checks prior to operations and at the end of each run. BGCGA maintains a pool of qualified, trained substitute drivers. All drivers must have a cell phone for communication with the Club while transporting members.

Each vehicle is appropriately licensed, insured, regularly maintained, and undergoes a comprehensive inspection annually (BGCGA maintains a \$1 million general liability policy). All drivers maintain a valid license and receive training and instruction on the shuttle's specific operation and features. BGCGA conducts semi-annual motor vehicle driving record checks and has resolution procedures for any driving record irregularities.

During the school year, the BGCGA GREAT Futures 21CCLC program will provide safe transportation home for students who do not otherwise have viable transportation options. To identify those needs, BGCGA will survey parents and families at the time of enrollment. For those students who otherwise do not have access to transportation, BGCGA will provide transportation for students from the 21CCLC program sites to home on our existing fleet of full-sized school buses and passenger vans.

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

For educational field trips, the BGCGA 21CCLC program will primarily use the existing vehicles when possible. When needed, the program will contract to secure an appropriate bus and licensed driver. Participating students must have a permission slip signed by a parent/guardian and their Boys & Girls Club membership card. Note that accepting permission over the phone is strictly prohibited.

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

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

Vehicle Safety Rules

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

Children should not be in parking lot without a staff member.

One staff member should be present during boarding and departing vehicles. Staff should be standing at the door helping the children.

Staff only should open and shut doors. Children are never to touch the doors.

In the use of a van, children are to only use the cargo door. No children should enter nor exit through the passenger side door.

Every child must sit in a seat. No one should sit on a lap, on the tire well, on the armrest or on the floor.

All passengers including the driver must wear a seat belt.

A staff member should check all children's seat belts to make sure they are fastened and tight.

The engine should not be started until the seat belt check has been completed. Seat belts are to remain fastened until the vehicle engine is turned off.

All fingers, hands, and faces must remain inside the vehicle. Nothing should be put on the windows.

No kicking or putting feet on the seats.

Children must remain facing forward.

No eating or drinking is allowed in the vehicles (staff and children).

All papers and trash should be discarded after each use.

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

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

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

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

Cellular Phone Use while Operating a Vehicle: Employees whose job responsibilities include driving should refrain from using their phone/communication device while driving a Boys & Girls Club vehicle or while driving any other vehicle (rented, leased, borrowed, or their own vehicle) while conducting business. Drivers shall comply with all federal, state, and local laws and regulations regarding the use of mobile technology devices including cell phones. Incoming or outgoing cellular phone calls are not allowed while driving. Sending or reading text messages, emails, dialing cellular phones, viewing television, videos, or DVD1s 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.

(Word count is 1351)

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

H. Sustainability Plan (6 Points)

A preliminary sustainability plan must be developed as part of the application to show how the community learning center will continue the same level of service once the funding has been reduced to 90% in year 4, 80% in year 5, and ultimately, after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan must include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding.

Boys & Girls Clubs of Greater Augusta has 70 years of experience sustaining quality programs, including managing and implementing sustainable 21CCLC programs for more than a decade, since 2010. BGCGA utilizes best practices in financing strategies and fund development for afterschool programs, including establishing strong partnerships, diversifying funding sources, delivering high quality programs and proven results, securing support from school administration, identifying key champions, and engaging the community. The sustainability plan for the BGCGA GREAT Futures Hagler 21CCLC Program is student-focused, mission-aligned, and data-driven. The BGCGA Board of Directors, BGCGA GREAT Futures Hagler 21CCLC 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 Hagler 21CCLC Program's overall sustainability. Early diversification of support is essential to 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 during COVID-19, increasing donor engagement and communications, establishing new partnerships with TaxSlayer and Augusta GreenJackets, and securing new sponsorships from corporate funders, including Chick-Fil-A. 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 in a joint fundraising campaign with the Community Foundation for the CSRA and the Medical College of Georgia Foundation to establish a \$10M endowment. Once fully funded, this endowment will generate operating dollars that will support program and 21CCLC operations. The campaign has already secured 60% of the goal and is on track to be completed within the next 2 years. The unrestricted operating dollars that are generated from the endowment can be used to support sustainability of the Hagler 21st CCLC program as GADOE funds decrease in years 4 and 5.

The program will partner with a number of organizations for the full five year period of the grant program. Many of these partners will contribute curriculum and volunteers to support the program's goals. For example, Augusta Locally Grown will support meeting the identified student need of food security and wellness by providing healthy food resources and nutrition education for students. In the area of arts instruction, the program will work with two primary partners, including the Jessye Norman School of the Arts (contributing \$21,000 in arts education programming) using fine arts as a mechanism to support student academic development, as well as Gertrude Herbert Institute of Art (contributing \$1,153.84 in staffing) on arts instruction in the Summer Program. To support parent engagement and adult educational attainment, the GREAT Future Hagler program will partner with the Augusta University Literacy Center, which will provide literary resources for students and families, as well as Augusta Technical College on wraparound support services, including adult education.

As part of the implementation process, the BGCGA GREAT Futures 21CCLC Advisory Council 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 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 21CCLC program.

When program funding is reduced in years four and five of the grant period, the primary costs of the BGCGA 21CCLC 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 21CCLC and not supplanting. This includes donation of materials, incentives, services, supplies and volunteer time. Through our partnership with the Richmond County School System, BGCGA will evaluate the feasibility of securing transportation from schools served by the 21CCLC program at no cost to the program. In addition, BGCGA 21CCLC will work with Richmond County School System 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 21CCLC 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 21CCLC grant.

In addition, BGCGA will implement the use of affordable, non-barrier fees (\$25 annually for

elementary and middle school youth and \$10 annually for teens) to contribute to the sustainability of the program and to increase parental investment in the program. BGCGA fee structure has been approved by the Georgia Department of Education for all existing 21CCLC grants managed by the organization. No child or family is ever turned away for inability to pay the \$10 or \$25 fee. Overall, BGCGA collects less than 3% of the annual operating budget in program fees.

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 1042)

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program

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.

BGCGA is committed to formal regular assessment and evaluation of the 21CCLC GREAT Futures Hagler program. BGCGA understands and will provide the GaDOE with any and all data mentioned below to meet federal report requirements when applicable.

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

Implementation of Evaluation Plan

The evaluation plan for 21CCLC GREAT Futures Hagler program are based on a continuous improvement model assess, plan, and improve. Ongoing program monitoring of all program goals and objectives provides for readily identifiable opportunities to make timely adjustments. A participatory evaluation approach will be utilized and will include a consumer-driven focus involving ongoing communication and contact between the external evaluations, 21CCLC staff and

administrators, students, parents, and Advisory Council. Participatory evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation (Zukoski, A., Luluquisen, M., April 2002). Advantages to participatory evaluations include: increases in reliability; opportunity for feedback and corrective actions; flexibility with ability to adapt plan based on progress/regression; strengthening of ownership regarding successful outcomes of planned initiatives; widening of the knowledge base; increases in the motivation of the stakeholders; and contributes to the learning of all involved (Dillon, 2018). The evaluation design includes the implementation stage and both formative (ongoing to monitor progress towards proposed objectives) and summative (annually to assess impact) components.

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

Data Collection

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

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

Goal 1. Improve Academic Achievement

1.1. Indicator-Report Card Grades. Frequency-Every 9 Weeks During the School Year. Data Source-Through a consent to share agreement, Report Cards will be provided by students and parents or through the School System when necessary. Report cards will be collected by the BGCGA staff; then processed and entered into Cayen by the Site Coordinator.

1.2. Indicator-Georgia Milestone Scores. Frequency-Annually. Data Source-Provided by School District through a data sharing agreement. Scores will be collected by the Program Director and entered into Cayen.

1.3. Indicator- Club Attendance. Frequency-Daily. Data Source-Club Attendance will be tracked utilizing a web-based Membership Management System. The Site Coordinator and Outcomes Measurement Specialist will retrieve and analyze data from the Membership Management System.

1.4. Indicator- Member Demographics. Frequency-Annually. Data Source-BGCGA Membership Clerk will assist parents and caregivers in completing an online membership application annually. The Outcomes Measurement Specialist will retrieve and analyze data from the online application.

1.5. Indicator-Student Club Satisfaction Survey. Frequency-Annually in May. Data Source- Students of the proposed program will be administered the survey online annually at the program site. The Site Coordinator will retrieve and analyze data from the survey.

1.6. Indicator- Student Summer Camp Survey. Frequency- July. Data Source-Students of the proposed program will be administered the survey online in July at the end of the summer session. The Site Coordinator will retrieve and analyze data from the survey.

1.7. Indicator- National Youth Outcomes Initiative (NYOI). Frequency- Annually. Data Source-NYOI is a Boys & Girls Clubs of America annual online survey. The survey will be administered to all students of the proposed program in the program computer lab. The Outcomes Measurement Specialist will analyze the results of the NYOI survey.

1.8. Indicator-IXL Learning Cloud-Based Learning Module Scores. Frequency-Weekly. Data Source- Students complete IXL Learning Modules in BGCGA computer lab; results are received and analyzed by the Outcomes Measurement Specialist.

1.9. Indicator-Teacher Survey. Frequency-August, December, May. Data Source-The Outcomes Measurement Specialist administers surveys to teachers at targeted schools, then receives and analyzes survey results.

1.10. School Day Behavior Observations. Frequency- As Needed. Data Source- the Site Coordinator will make all school day behavior observations.

Goal 2. Support Social-Emotional Learning through Positive Youth Development

2.1. Indicator-Social Emotional Learning (SEL) and SMART Programming Pre/Post Surveys. Frequency-As needed depending on curricula requirements and activities. Data Source- Administered, evaluated, and recorded by Enrichment Staff.

2.2. Indicator- Counseling Sessions. Frequency-Weekly. Data Source-Administered by Serenity Behavioral Health Systems (SBHS); reported to Site Coordinator

2.3. Indicator-Behavioral and Emotional Assessments. Frequency-As Needed. Data Source- Administered by SBHS; reported to Site Coordinator

2.4. Indicator-Member Self-Reports. Frequency-As Needed. Data Source-Record by Enrichment Staff in Club communication log

2.5 Indicator- Peer-to-Peer Reports. Frequency-As Needed. Data Source- Recorded by Enrichment Staff in Club communication log

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

Goal 3. Increase Parental Engagement/Involvement in Student's Educational Process

3.1. Indicator- Parent Workshop Attendance. Frequency-Monthly. Data Source-Parents sign in at Family Engagement Events; attendance is recorded by Site Coordinator and/or Enrichment Staff

3.2. Indicator-Parent Communication Log. Frequency-Daily, Weekly, As Needed. Data Source- Communication to and from parents is recorded by the Family Liaison

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

3.4. Parent School-Year Survey. Frequency-December, May. Data Source- Surveys are sent out to the parents by the Family Liaison, results are received and analyzed by the Site Coordinator

3.5. Parent Summer Survey. Frequency-July. Data Source-Surveys are sent out to the parents by the Family Liaison, results are received and analyzed by the Site Coordinator

Expected Reporting Outcomes-Summative Evaluation Requirement

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

The Summative Evaluation will include:

- Overview and History;
- Student Attendance and Enrollment;
- Program Operation;
- Quality of Staffing;
- Objective Assessment;
- Observations;
- Progress Towards Sustainability; and
- Overall Recommendations.

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

(Word count is 1421)

21st CCLC Competitive Priority Worksheet FY23

EACH applicant MUST complete the Competitive Priority Worksheet FY23, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Boys & Girls Clubs of 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 FY23 RFP for more information regarding this criterion. (Maximum of 5 points)

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

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

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

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

21st Century Community Learning Centers ("CCLC")

Specific Program Assurances for Subgrantees

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

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

Program Name: BGCGA GREAT Futures Hagler 21CCLC Program **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.
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 instructional program offered to students will be carried out as proposed in the application.
12	KE	Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding: • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
13	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.
14	KE	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
15	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.
16	KE	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
17	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.
18	KE	Funds shall be used only for financial obligations incurred during the grant period.
19	KE	The Subgrantee will submit its annual budget within 30 days of the grant award.
20	KE	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
21	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".
22	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.

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

37	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.
38	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.
39	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) Chief Executive Officer
Date (required) 01/20/2022 at 15:07:22

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)	<u>Kim Evans</u>
Typed Position Title of Fiscal Agency Head (required)	Chief Executive Officer
Date (required)	01/20/2022 at 15:07:22

**Non-Profit Organization
Financial Management Questionnaire**

I. General Information

Name of Organization: Boys & Girls Clubs of Greater Augusta

Data Universal Numbering System (DUNS) Number: 960852200

Federal Employment Identification (FEI) Number: 58-0610382

Address (Number and Street/ PO Box): 206 Milledge Road

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	Chief Executive Officer	706-504-4071	kevans@bgcgreateraugusta.org

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

If yes, please list the board members.

Name of Members	Title
TJ Barton	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 & G charter 64.pdf](#)

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

Download organization's articles or charter: [Boys & G irs form 64.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 2021 Ending Date: 12/31/2021

2. What percent of funds is used for administrative purposes? 15.00%

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.

Amount	Funding Source (federal/state) & Type (grant/contract)	Agency Providing Funds	Latest Year Receiving Funds
\$1668280.00	Federal Grant - 21st Century	Georgia Department of	2021

	Community Learning Centers	Education	
\$242680.00	Federal Grant - Georgia Alliance of Boys & Girls Clubs	Georgia Department of Human Services	2021
\$125000.00	Federal Grant - Bright from the Start	Georgia Department of Early Care and Learning	2021
\$54000.00	Federal Grant - OJJDP (Pass-through Funds)	Office of Juvenile Justice and Delinquency Program	2021

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 & G_tax_return_doc_64.pdf](#)

Please upload your organization most recent audit completed.

Download organization's articles or charter: [Boys & G_recent_audit_doc_64.pdf](#)

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.

Download organization's articles or charter: [Boys & G_A_133_audit_doc_64.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 Chief Executive Officer
Signature Certified by Electronic Signature	Date 01/20/2022 at 15:07:22