



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



Application Cover Sheet

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

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

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

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

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

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

<input type="radio"/> <b>Local Educational Agency</b>	<input checked="" type="radio"/> <b>Non- Local Educational Agency</b>	<input type="radio"/> <b>Institution of Higher Education</b>
---	---	--

Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 85

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:**

2025-2026: \$333,375.00      2026-2027 \$333,375.00      2027-2028: \$333,375.00  
2028-2029: \$300,037.00      2029-2030: \$266,700.00

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: Sara Gonzalez  
Position/Title of Fiscal Agent's Contact Person: Operations Administrator  
Address: P.O. Box 691  
City: Gainesville Zip: 30503  
Telephone: 770-532-8102 Fax: 770-532-7094  
E-mail: sgonzalez@bgclanier.org

Signature of Fiscal Agency Head (required)

Steven Mickens  
Typed Name of Fiscal Agency Head (required)

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

00/00/0000 at 00:00:00  
Date (required)

Co-Applicant Required Signatures, if applicable:

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

Name of entity/agency acting as Co-Applicant, if applicable: Habersham County Public Schools

Name of Co-Applicant Contact Person: Matthew Cooper  
Position Title of Co-Applicant Contact Person: Superintendent  
Telephone: 706-754-2110 Fax: 706-754-1549  
E-mail: mcooper@habershamschools.com

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

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

00/00/0000 at 00:00:00 Date (if applicable)

Program Name: Habersham Elementary Success Academy

Program Abstract

Joint Application Intent: Boys & Girls Clubs of Lanier (BGCL), in collaboration with the Habersham County Public School District, is pleased to submit this FY26 proposal for the 21st Century Community Learning Centers (21st CCLC) program. Our proposed Habersham Elementary Success Academy (HESA) will provide after-school and summer programming to 85 K-5th grade students, prioritizing those with the greatest academic and personal development needs.

Community Notice/Platforms Used: Community members were notified of our intent to apply through multiple platforms. A press release was issued to the Northeast Georgian newspaper on October 30, 2024, and the announcement was posted on BGCL's website on October 16, 2024, where it remains accessible. Notices were distributed via online surveys for students, parents, administrators, and teachers on November 5, 2024, in both English and Spanish. Additionally, outreach was conducted by the Program Director to schools, teachers, parents, private schools, and community stakeholders. An invitation was submitted to the GaDOE Equitable Services for Private Schools (ES4PS) portal on October 29, 2024.

Grant Availability Process Used: Following submission, the completed application will be made available to the public. Memorandum of Agreement (MOA) partners, advisory council members, and community stakeholders will receive a copy, and instructions for reviewing the application will be posted on BGCL's website and social media platforms by February 6, 2025.

Reason Need Exists: The need for the HESA stems from the significant challenges faced by Baldwin, Hazel Grove, and Woodville Elementary Schools, which serve communities with high economic hardship. These school-wide Title I schools have free and reduced lunch eligibility rates of 89.13%, 74.13%, and 80.10%, respectively, reflecting the financial difficulties many families experience. The primary problem identified in the needs assessment is a significant academic achievement gap that disproportionately affects Hispanic students, Limited English Proficient students, English Language Learners, students with disabilities, low-income students, and White students in specific subjects, such as Math, which places them at risk of falling behind in school and limits their potential for personal and academic growth. Systemic barriers, including limited access to enrichment and personalized academic support, contribute to academic underperformance. Additional challenges, such as chronic absenteeism, disciplinary disparities, particularly for Black and economically disadvantaged students, linguistic barriers, low classroom participation, and limited parental involvement, exacerbate these disparities. These findings from our comprehensive needs assessment underscore the urgent need for targeted interventions.

Program Overview/Design/Operation to Meet the Need: The HESA program will provide high-quality academic and enrichment activities tailored to address the needs of the target population. Operating for 170 days at three hours daily during the school year and 29 days at seven hours daily during the summer, the program runs from August 11, 2025, to July 10, 2026, with the summer program held at Hazel Grove Elementary. Key components include: 1) homework help and tutoring;

2) project-based learning emphasizing math and literacy; 3) social-emotional-behavioral learning (SEB) programs; 4) healthy lifestyle initiatives including nutritional education and regular, structured physical activity; 5) enrichment programs that integrate fine arts; 6) leadership programs; and 7) parenting skills programs that promote parental involvement and family literacy.

Intended Outcomes: The HESA program aims to close the achievement gap for students, enhancing their proficiency in reading and math. Outcomes include increased homework completion rates, improved attendance and class participation, enhanced SEB proficiencies resulting in fewer behavioral problems, enhanced health knowledge and physical activity, and greater family engagement. Through holistic programming, students will develop academically, socially, and emotionally, preparing them for long-term success both in school and life.

*(Word count is 554)*

Program Name: Habersham Elementary Success Academy

I. Needs Assessment (20 Total Points)

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

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

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

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

The Collaborative Process Used to Gather Data:

The Boys & Girls Clubs of Lanier (BGCL) emphasizes deep collaboration with community stakeholders to ensure that every program, including the Habersham Elementary Success Academy (HESA), effectively addresses local needs. More than just consultation, our process is participatory and inclusive, allowing partner organizations, parents, and students themselves to actively shape programs that directly impact them. This approach fosters programs that are truly responsive to the unique challenges faced by HESA's community, particularly as identified in our needs assessment.

Our long-standing relationships with the Habersham County School District, Baldwin, Hazel Grove, and Woodville Elementary Schools (the targeted schools), parents, and students have been fundamental to developing HESA's focus areas. The needs assessment results reflect insights gained through these partnerships, ensuring that identified challenges—such as academic achievement gaps, social-emotional needs, health/wellness needs, and family engagement—are addressed by program offerings grounded in stakeholder input.

As the lead applicant, BGCL's team—including Chief Executive Officer Steven Mickens, Director of Finance Sara Stone, Operations Administrator and 21st Century Community Learning Centers (21st CCLC) Program Director Sara Gonzalez, and Grants Coordinator Rachael Burns—initiated strategic planning sessions in October 2024, shortly after the 21st CCLC RFP was released. Weekly internal planning sessions continued until submission, with discussions expanding to include additional personnel and school and community representatives, such as BGCL Area Manager Stephany Small, who is responsible for overseeing the HESA program, Habersham County Director of Elementary Schools Dr. Susan Davis, Habersham County Superintendent Matthew Cooper, and members of the 21st CCLC advisory council. These collaborative sessions were essential in integrating diverse perspectives whose input helped ensure that the program aligns with the school-

day curriculum and specific needs of HESA students.

#### Parties Involved in the Collaborate Process:

To initiate the program development process, Chief Executive Officer Steven Mickens initially contacted the Habersham County Superintendent, Matthew Cooper, in mid-October. Their discussion centered on BGCL's ongoing partnership with the district, the potential extension of the collaboration, and the specifics of the HESA program. Mr. Mickens and Mr. Cooper delved into the need for HESA, the program's potential impact on students and their families, obstacles encountered by students and their families, and identified service gaps. Mr. Cooper affirmed his endorsement of the partnership between BGCL and the district, granting all targeted elementary schools full authorization to participate. The decision was made to focus HESA on Baldwin, Hazel Grove, and Woodville Elementary Schools' students due to the significant needs of students. The meeting's ultimate outcome was the endorsement and joint agreement on the Memorandum of Agreement (MOA).

The next steps in the development process involved collaborating with the Director of Elementary Schools Dr. Susan Davis, who expressed a strong desire to enhance HESA's offerings. She believed that applying for 21st CCLC funding would significantly strengthen resources to meet the substantial needs of students. Conversations and meetings with Dr. Davis commenced in early autumn and continued throughout the program development stages, concluding with the endorsement and joint agreement on the schools' MOAs. Discussions with Dr. Davis involved BGCL's 21st CCLC Program Director and Area Manager. Topics included opportunities to improve HESA offerings, coordination of services, and specific student and family needs. Dr. Davis agreed to assist with the data collection process, distributing surveys to teachers and other administrators. This input provided insights into academic barriers, students' behavioral issues, and unmet student needs, helping to shape the program's focus on academic achievement, family engagement, and youth development skills. Dr. Davis ultimately affirmed her support for the continuation of the partnership and the HESA program, indicating that the HESA goals were in alignment with the school's needs.

In an effort to provide eligible private school students and their families with equitable services and conduct timely and meaningful consultation, notifications were sent to private schools located within the attendance area served by the grant through the ES4PS portal on 10/29/2024. Invitations were sent to 9 private schools. The notifications invited private schools to participate in a consultation meeting regarding the 21st CCLC grant. Out of the 9 schools invited, one school declined the meeting. Six schools did not respond to the invite. Two schools, Lanier Christian Academy and Lakeview Academy, accepted the invite. An in-person meeting was scheduled on 11/20/2024 for all the private schools, especially the schools that had neither accepted nor denied the invitation. However, no private school officials attended the meeting. A virtual meeting was arranged on 11/19/2024 for the schools that accepted the invitation. However, Kelly Field, the representative from Lakeview Christian Academy, nor Michelle Uhrinek, the representative from Lanier Christian Academy, attended the scheduled meeting. Kelly Field reached out to the 21st CCLC Program Director to express her interest in learning about the program despite having missed the initial meeting. To accommodate her, a make-up meeting was scheduled for November 20, 2024. During this session, the Program Director provided Ms. Field with a detailed overview of the program, including how it would identify and address the needs of eligible private school students, the specific services available to private school families, and all other required consultation topics under Every Student Succeeds Act were thoroughly addressed. Ms. Field noted that there are eligible at-risk private school students who could benefit from the program's offerings. She confirmed that she would provide the Program Director with a list of these students and refer them to the program. In turn, the Program Director assured Ms. Field that she would reach out to the Georgia Department of Education for further guidance on integrating these private school students and their families into the program, ensuring that the private school students who are eligible for services will receive access.

Recognizing students and parents as vital stakeholders, BGCL prioritized ongoing collaboration with families to shape the program's design. Parental and student input was gathered through surveys and discussions, revealing challenges such as work schedules and lack of childcare and transportation, a consistent need for homework help, and bullying, among other issues. These insights led BGCL to develop additional family-focused program features, such as accessible literacy workshops and virtual attendance options, and student-focused program features, such as personalized homework help sessions. Parents and students also serve on the 21st CCLC advisory council, where they provide feedback on program structure, suggest family engagement activities, and help identify community resources.

To ensure broad-based community, school, and student involvement and support, a 21st CCLC advisory council meeting was held on 11/21/2024. Members in attendance included school principals, district officials, tutors, BGCL Site Coordinators, 21st CCLC Program Director, Grants Coordinator, the external evaluator, parents, and students. Representing HESA was Dr. Davis, whose participation highlighted the importance of local stakeholder involvement. During the meeting, data from the needs assessment was presented to the council to gather input and validate the findings. Conversations revolved around key aspects of the program, program operations, potential areas for

program expansion, opportunities for improvement, program recommendations, the observed needs of students, resource assessments, collaboration opportunities, sustainability, and the identification of challenges and concerns. The collective input of stakeholders, informed by the data, will guide program recommendations and ensure alignment with community and student needs. A PowerPoint slide deck from the meeting has been uploaded.

In further enhancing the collaboration for the development of the HESA program, BGCL reached out to the BESSI Lab LLC on October 22, 2024, to discuss the continuation of their valuable partnership. The BESSI group has been instrumental in supporting the evaluation of Social Emotional Behavioral (SEB) goals and in providing expert insights into structuring programs designed to improve SEB skills among students. Given their expertise and previous involvement with BGCL, the group was invited to continue supporting the HESA program. They confirmed their willingness to contribute to the program's success and agreed to assist in evaluating goal attainment related to SEB skills and shaping future strategies to ensure measurable improvements. This partnership is vital as it aligns directly with BGCL's commitment to delivering targeted interventions and enhancing the social-emotional development of the students we serve.

#### Coordinating federal, state, and local programs:

To ensure federal, state, and local funds are used effectively and in coordination with each other, HESA will leverage a variety of funding sources to support its after-school program. BGCL's general operating funds, primarily derived from local donors, foundation grants, and state grants, will provide critical support for core program operations. The Georgia Alliance of Boys & Girls Clubs grant, which provides pass-through state funding from the Department of Family and Children's Services, will cover essential operational expenses such as employee benefits. Additionally, a one-year grant from the local Georgia Power Foundation will support program supplies. General operating funds will also cover staff training and professional development to ensure the team is equipped with current best practices, safety protocols, and effective instructional techniques. While these funding sources address foundational needs, they do not fully cover the comprehensive academic and enrichment services required by the HESA program to meet the identified needs of its student population. The new round of 21st CCLC funding will enhance these existing resources, enabling the expansion of academic, youth development, and family support services that the general operating funds, Georgia Power grant, and Georgia Alliance grant cannot fully address.

To avoid overlap and ensure that 21st CCLC funds remain supplemental, HESA will strategically coordinate its programming and funding sources. For example, during the last half hour of the program day, HESA will offer activities funded by the Georgia Alliance of Boys & Girls Clubs, while 21st CCLC resources will be used exclusively during designated hours for targeted academic support, tutoring, and enrichment. This structured schedule ensures that each funding source contributes to distinct aspects of student development, with federal 21st CCLC funding supporting extended learning opportunities in collaboration with state-funded services.

In addition, HESA aligns its program with federally funded school initiatives, such as Title I, to complement rather than duplicate in-school services. Through collaboration with school partners, our Program Director ensures that HESA's after-school support aligns with the school day, enhancing but not replicating Title I interventions. By managing expenses, coordinating with school and community resources, and maintaining transparent oversight, HESA ensures that 21st CCLC funding is used to supplement and not supplant other federal, state, and local resources.

#### Data Analysis and Needs Identification:

To ensure a comprehensive and accurate needs assessment, BGCL coordinated closely with district officials to gather relevant data. The 21st CCLC Program Director initiated the process by requesting school improvement plans. The Area Manager shared insights from discussions with the Director of Elementary Schools regarding the services already being provided by the schools. These were reviewed alongside additional data obtained by the Grants Coordinator through detailed research using state-run and reliable databases. Moreover, BGCL's Area Manager and program staff played a critical role in facilitating the collection of more localized data by distributing Google Form surveys to students and parents at all targeted schools beginning on November 5, 2024. These surveys were designed to identify gaps in support services and collect additional insights regarding the academic and youth development needs of the students as well as parental needs. Respondents had a 7-day window to submit their responses, ensuring ample time for participation.

Once all the data was collected, BGCL's Chief Executive Officer, Operations Administrator and Program Director, Grants Coordinator, and Area Manager engaged in a thorough analysis of the information. The team reviewed and compared different data sources to identify key trends and recurring themes, conducting subgroup analyses to ensure the needs of various student groups, such as those from low-income families and students of color, were considered. The team also examined connections between academic performance, behavioral data, health-related issues (such as physical inactivity), and family engagement to build a more comprehensive picture of the challenges the students face.

The primary problem identified in the needs assessment is a significant academic achievement gap that disproportionately affects Hispanic students, Limited English Proficient students, English Language Learners, students with disabilities, low-income students, and White students in specific subjects, such as Math, which places them at risk of falling behind in school and limits their potential for personal and academic growth. Additional challenges identified included chronic absenteeism, disciplinary disparities, bullying incidents, low class participation rates, low homework completion rates, linguistic barriers, physical inactivity, limited access to nutritious food, and a lack of parental involvement. These factors were identified as contributing to the educational barriers students face, creating systemic gaps that need to be addressed.

After the analysis was completed, the findings were shared with the Director of Elementary Schools and the 21st CCLC advisory council for further input. The Director of Elementary Schools confirmed the validity of the findings, noting that the targeted schools had already begun addressing these issues by implementing instructional conversation training for teachers, school-wide professional learning focused on the science of reading and data interpretation, reducing class sizes, implementing differentiated reading groups, targeted interventions for underperforming students, providing an academic coach for teachers, establishing a discipline committee, and creating an attendance competition with reward incentives.

The 21st CCLC advisory council also reviewed the data and provided additional feedback on the identified needs. Their discussions centered on how the program could complement the current efforts at the targeted schools without duplicating services. Specifically, while the schools' in-school supports address academic and behavioral challenges through professional development, targeted instruction, and support programs, the HESA program will supplement these efforts by extending learning through tutoring, enrichment activities, and homework help, focusing on after-school hours. This scheduling ensures that HESA's program reinforces skills and knowledge from the school day, providing a supportive bridge that prevents gaps from forming but does not replicate in-school instruction.

Additionally, HESA's program will include structured Social Emotional and Behavioral learning (SEB) components that emphasize social engagement, innovation, self-management, emotional resilience, and cooperation. These SEB elements build on the academic focus by enhancing students' ability to engage positively with their learning environment. By addressing both academic and social-emotional skills, HESA complements the school's focus on in-class support and foundational learning, helping students become well-rounded learners.

Through these collaborative discussions, the BGCL team and stakeholders agreed on the core needs that would serve as the basis for the HESA proposal, including the following:

**Academic Support:** Targeted intervention in reading, math, and academic enrichment programs to address achievement gaps.

**Social Emotional Behavioral Learning (SEB):** Structured programs to support SEB development, with a focus on resilience, conflict resolution, and emotional regulation.

**Health and Wellness:** Initiatives to support healthy lifestyles, including access to nutritious meals, nutrition education, and physical activities.

**Parental Engagement:** Strategies to enhance family involvement in their children's education and development.

By engaging all key stakeholders—including district officials, school leadership, the 21st CCLC advisory council, teachers, parents, and students—in the analysis of the data, BGCL ensured that the needs assessment was thorough and reflective of the community's most pressing challenges. This collaborative process resulted in a defined set of needs that form the foundation for the HESA program proposal. By aligning HESA's after-school services with the targeted schools' in-school supports, the program creates a cohesive, complementary approach that addresses students' full range of academic and developmental needs without overlap.

*(Word count is 2524) If the word count exceeds 9,000, please upload any remaining narrative for Question A. The Process below.*

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

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

## Targeted Students' Achievement Gaps and Support Needs:

Our collaborative program planning and data collection efforts have produced a comprehensive needs assessment that informs our program plan. This assessment integrates surveys from school administrators, students, teachers, and parents and specific, concrete data from the schools, school district, and reputable online sources, ensuring accurate identification of achievement and support service gaps. The results of our comprehensive needs assessment clearly demonstrate the critical need for 21st CCLC funding. The 85 students identified for support at Baldwin (BES), Hazel Grove (HGES), and Woodville Elementary Schools (WES), along with their families, face multiple substantial achievement gaps and lack essential support services.

While this analysis relies on the most recent data available, the 2022-2023 Georgia Milestones Assessment Scores (GMAS) continue to reflect concerning trends in student achievement. Although more current data may become available after the proposal submission, these figures represent the latest insights into the school's academic performance. The 2022-2023 GMAS reveal critical gaps in academic achievement across the targeted schools, with high percentages of beginning-level learners in key subjects such as English, Math, and Science. While each school shows variation in performance, trends indicate that English and Science consistently have the highest proportions of beginning-level learners, highlighting the need for targeted interventions. Math scores, while slightly better overall, still demonstrate significant challenges, particularly at BES. To provide a clear and concise view of these trends, a detailed breakdown of beginning-level learners by subject and school is included in Chart 1 in the attached document.

An analysis of the GMAS scores broken down by grade level performance reveals alarming trends in student achievement. Across the three schools, there is a general pattern where students in lower grades (3rd and 4th) show lower rates of beginning-level learners, but by 5th grade, the percentage of beginning-level learners increases significantly. At both BES and HGES, the percentage of beginning-level learners in English tends to rise as students advance through grades. While there is a slight improvement from 3rd to 4th grade, the increase in beginning-level learners in 5th grade indicates that the gains are not sustained over time. This pattern may reflect gaps in foundational skills or support services that impact students' ability to maintain steady progress in English as they advance through grades. WES also shows this trend in Math scores. Even more alarming among HGES Math scores, there is a clear trend of increasing numbers of beginning-level learners in Math as students progress through grades. Starting in 3rd grade, the percentage of students at the beginning level is relatively low, but it steadily rises in 4th and 5th grades. This increase suggests that, over time, more students are struggling with Math, potentially due to gaps in foundational skills or a lack of sufficient support, which hinders their ability to maintain steady academic progress in the subject as they move through grade levels. These trends suggest that there are significant gaps in academic performance that need to be addressed, particularly for students advancing from 3rd to 5th grade, and highlight the need for targeted academic support to prevent students from falling further behind (Governor's Office of Student Achievement. K-12 Report Card Dashboard). For a more detailed breakdown of grade-level performance, please refer to Chart 2 in the attached document.

GMAS scores reveal significant achievement disparities across demographics and subgroups, with Hispanic students more likely to perform at the beginning learner level than their White peers in English. However, White students also face foundational academic gaps, particularly in Math. At BES, Hispanic students exhibit significantly higher rates of being beginning-level learners in both English and Math compared to their White peers, highlighting a substantial academic disparity. A similar trend is evident at HGES, where Hispanic students are disproportionately more likely to struggle in English, though they perform comparatively better in Math. At WES, while the disparity is less pronounced, Hispanic students still exhibit higher rates of beginning-level learners in English compared to their White peers, while showing stronger performance in Math. Achievement data suggests that White students still face foundational gaps, particularly in Math, underscoring the need for interventions that support all students in reaching grade-level expectations. These patterns underscore persistent achievement gaps among students, pointing to a critical need for targeted academic support. Currently, there is no available data to compare the performance of other racial or ethnic groups, limiting a broader analysis of achievement disparities. Furthermore, across all schools, students with disabilities consistently show a significantly higher likelihood of being beginning-level learners in both English and Math compared to their peers without disabilities. This gap is particularly pronounced at all schools, where students with disabilities are more than twice as likely to be beginning-level learners in both subjects. At BES and HGES, Limited English Proficiency (LEP) students are significantly more likely to be beginning-level learners in English than their non-LEP counterparts, indicating substantial linguistic barriers. However, no comparable data is available for WES. Economically disadvantaged students across all schools consistently show higher percentages of beginning-level learners in both English and Math compared to their peers who are not economically disadvantaged. This trend is particularly evident at BES, where economically disadvantaged students are nearly five times more likely to be beginning learners in English (Governor's Office of Student Achievement. K-12 Report Card Dashboard). These disparities highlight systemic challenges faced by Hispanic students, White students, students with disabilities, LEP students, and those from economically disadvantaged backgrounds, emphasizing the need for targeted interventions to address foundational academic gaps. Charts 3, 4, and 5 in the attached document highlights these disparities, allowing for a clear comparison of performance across subgroups at each school.

Although overall retention rates (a measure of students not advancing to the next grade level) for the targeted schools is unavailable, disaggregated retention percentages highlight a troubling pattern of disproportionate impact on Hispanic students. Among those held back at BES, 33% were Hispanic and 67% were White, despite White students comprising only 33% of the student body, indicating a concerning concentration of retention within this group. At WES, 25% of those retained were Hispanic, despite Hispanic students comprising only 11% of the student body, indicating a

concerning concentration of retention within this group. Most notably, at HGES, 100% of retained students were Hispanic, even though this group makes up only 21% of the school's population. This data suggests a notable retention disparity, indicating possible underlying academic performance issues or contributing factors that disproportionately impact this subgroup. This suggests that Hispanic and White students may face specific challenges that contribute to higher retention rates, which warrants further attention to ensure equitable support and intervention strategies (Governor's Office of Student Achievement. K-12 Report Card Dashboard).

Our needs assessment reveals substantial gaps in support services at all targeted schools, with critical issues in reading and math proficiency, academic disparities among student subgroups, linguistic barriers and language acquisition, and inadequate resources to address these challenges comprehensively. Survey data from school administrators reveals that literacy and math are the biggest areas of concern and that administrators are aware of academic disparities in other subjects and achievement gaps for economically disadvantaged, students with disabilities, and LEP students. When asked if the schools had adequate resources to tackle these issues, survey responses from all administrators indicated that they lacked the necessary resources, with one administrator indicating that students need additional tutoring that the school cannot provide.

The data also indicates that a significant number of students at the targeted schools require additional academic support. At BES, 36.2% of students are enrolled in Early Intervention Programs (EIP), which address developmental delays or learning challenges. 43.8% are enrolled in the English to Speakers of Other Languages (ESOL) program, which provides specialized support to help non-native English speakers develop language skills needed for academic success in English-speaking classrooms, and 16.5% in special education. At HGES, 22.4% of students are enrolled in EIPs, 12.7% are enrolled in ESOL, and 16.8% in special education. At WES, 12.7% of students are enrolled in EIPs and 18.6% are in special education (Governor's Office of Student Achievement: K-12 Report Card Dashboard). These compensatory programs aim to address existing academic gaps, yet their high enrollment rates reflect an ongoing, unmet need for more targeted and extensive support services.

Further data from the targeted schools' College and Career Readiness Performance Index (CCRPI) scores support the need for enhanced support services. The CCRPI is Georgia's tool for annually measuring how well schools, districts, and the state are helping students achieve their goals. BES's overall CCRPI score is 74% and HGES's is 65.8%, lower than the state average for elementary schools, which stands at 75.9% (Georgia Public Policy Foundation, 2023). The CCRPI evaluates schools based on four core indicators: Content Mastery, Progress, Readiness, and Closing Gaps. In Content Mastery, which measures students' readiness for the next grade, college, or career, BES scored only 58.1% compared to the state average of 64.7%, indicating that most students are not achieving proficiency. In Progress, which evaluates growth in English Language Arts and mathematics, HGES scored 69.4%, well below the state average of 85.8%. Furthermore, in Closing Gaps—which sets the expectation that all students and subgroups make improvements—BES scored only 56.3% and HGES scored 20%, far below the state average of 66.7%. At BES, Hispanic students and English learners did not meet the improvement targets in all subjects, and economically disadvantaged students and White students fell short of targets in English and Science. At HGES, Hispanic, White, and economically disadvantaged students did not meet improvement targets in all subjects, and English learners and students with disabilities fell short of targets in Math, underscoring persistent gaps that current support services fail to bridge. Please see Charts 6 and 7 in the attached document to easily see which subgroups met or failed to meet their targets. Additionally, BES scored 83.4% in Readiness. This measure includes indicators like grade-level reading, where 27.13% of all BES students are reading below grade level. Notably, 35.71% of Hispanic students, 56% of students with disabilities, and 39.71% of economically disadvantaged students are reading below grade level, highlighting an urgent need for targeted academic support, particularly in reading interventions (Georgia Department of Education, 2023).

This data collectively highlights substantial achievement gaps and insufficient support services for the targeted students, especially in areas such as reading and math proficiency, grade-level readiness, lack of academic progress with age, and the need to close achievement gaps among all students but particularly subgroups. To address these challenges, our afterschool program will work in partnership with BES, HGES, and WES to provide the specialized interventions students need. Our program will deliver targeted academic and support services, including structured and personalized tutoring and evidence-based academic programs, all designed to bridge achievement gaps. By complementing existing compensatory services, our program will ensure that students receive comprehensive support to make meaningful academic progress and overcome the barriers they face.

#### Target Population:

The Habersham Elementary Success Academy serves students at BES, HGES, and WES, all school-wide Title 1 schools which serve communities with high economic hardship. BES had a student population of 381 in 2022 - 2023. Of those students, (15%) were in the 5th grade, (17%) were 4th graders, (14%) were 3rd graders, (15%) were 2nd graders, (17%) were in the 1st grade, and (22%) were kindergarteners. These students predominantly come from minority backgrounds, with 57% identifying as Hispanic. This demographic composition suggests the school serves a culturally diverse population with unique educational and linguistic needs, as evidenced by 47.8% of students classified as English Language Learners (ELL) and 43.8% of students enrolled in English to Speakers of Other Languages (ESOL). The majority of these students primarily speak Spanish, which presents both opportunities and challenges in meeting their academic needs. Additionally, 20.1% are students with disabilities, emphasizing the school's need for specialized and inclusive support services. See Chart 8 in the attached document for a visual of BES's racial/ethnic demographics. HGES had a student population of 268 in 2022 - 2023. Of those students, (20%) were in the 5th grade, (15%) were 4th graders, (16%) were 3rd graders, (16%) were 2nd graders, (15%) were in the 1st grade, and (18%) were kindergarteners. While White students form the majority, the significant representation of Hispanic students at 21% contributes to the school's cultural and linguistic needs. See Chart 9 in the attached document for a visual of HGES's



racial/ethnic demographics. Additionally, 12.7% of HGES students are enrolled in ESOL and 14.7% are ELLs. Furthermore, 16.8% are enrolled in special education, reflecting HGES's need for specialized and inclusive support services. WES had a student population of 221 in 2022 – 2023. Of those students, (14%) were in the 5th grade, (18%) were 4th graders, (20%) were 3rd graders, (14%) were 2nd graders, (16%) were in the 1st grade, and (18%) were kindergarteners. While White students form the majority, the representation of Hispanic students at 11% contributes to the school's cultural and linguistic needs. Additionally, 6.7% of HGES students are ELLs. See Chart 10 in the attached document for a visual of WES's racial/ethnic demographics. (Governor's Office of Student Achievement. K-12 State Report Card Dashboard).

Economic challenges are prominent in the targeted schools, with free and reduced lunch eligibility rates of 89.13%, 74.13%, and 80.10%, respectively. Additionally, 25.9%, 23.1%, and 32.3% (respectively) of students live in households that rely on Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits, or who experience homelessness. The student mobility rates, which tracks the frequency of student transfers in and out of school, are 24.3%, 11.2%, and 9.7%, respectively, highlighting instability that can disrupt educational continuity and achievement (Governor's Office of Student Achievement).

The students served by the targeted schools live in Baldwin, Mt. Airy, and Cornelia, Georgia, cities where limited economic resources impact children's access to necessary academic support. The poverty rates are 26.5%, 10.8%, and 16.2%, respectively, with 33%, 15%, and 27%, respectively, of children under 18 living in poverty (Census Reporter). These statistics underscore the urgent need for an afterschool program that addresses the educational challenges associated with economic hardship, providing students with academic assistance and enrichment opportunities in a safe, supportive environment.

The Boys & Girls Clubs of Lanier (BGCL), in collaboration with BES, HGES, and WES personnel, has identified a target group of 85 at-risk K-5th grade students to participate in the Habersham Elementary Success Academy (HESA) for after-school and summer programming. This group includes 25 students from BES, 35 from HGES, and 25 from WES, with each school's total including 5 students with special needs. The breakdown by grade level includes 9 Kindergarten students, 8-1st graders, 14-2nd graders, 18-3rd graders, 18-4th graders, and 18-5th graders. Rising 6th grade students will also be served in the summer program. The targeted students attend BES, HGES, and WES, where the demographic consists largely of low-income and/or Hispanic students facing significant academic and behavioral challenges. These students were specifically chosen based on criteria indicating elevated risk factors affecting academic performance and stability. These criteria include low achievement levels, reading below grade level, enrollment in compensatory programs, frequent disciplinary incidents, high truancy rates, and chronic absenteeism. Many of the students struggle with foundational skills across subjects, including reading, language arts, math, and science, as evidenced by below-grade-level classroom performance and low GMAS scores. Although GMAS scores are not available for K-2 students, other risk indicators, such as enrollment in compensatory programs, frequent disciplinary incidents, and chronic absenteeism, help to identify younger students who may be struggling behaviorally and/or academically. Students' academic challenges are compounded by frequent behavioral disruptions and absences, often linked to underdeveloped social-emotional skills. These behaviors and absences create barriers to learning, further hindering their academic success and social integration. Without targeted academic support and interventions to build emotional regulation, conflict resolution, and other key Social Emotional Behavioral (SEB) skills, these students are at greater risk for continued academic underachievement and negative behavioral patterns. The HESA program is designed to address these unique needs by providing targeted academic support, stability, and SEB learning opportunities to foster resilience and enhance students' educational outcomes amidst the challenges they face.

#### Academic, Social, Emotional, Cultural, and Physical Needs of the Target Population:

An analysis of data collected from the student, teacher, and parent needs assessments combined with attendance and behavioral data collected from the school and county-wide health data revealed the academic, social, emotional, cultural, and physical needs that place the targeted population at-risk. Students' struggles were also clearly identifiable in their responses and in their teachers' and parents' responses to the needs assessments distributed by BGCL.

**Academic Needs:** Survey responses reveal a critical need for homework support, tutoring, and core subject enrichment to help students overcome academic barriers. Combined with the high levels of beginning-level learners, subgroup disparities in GMAS scores and reading proficiency, and retention rates mentioned earlier, these findings underscore the urgent need for targeted interventions to address the academic disparities placing the targeted student population at risk.

Survey data shows that 58.9% of teachers reported that less than half of the student body consistently finishes their homework assignments. Students' feedback indicates they lack the support necessary to complete homework successfully: 7.1% consistently require help, and 78.6% need help occasionally. Notably, 14.3% of students reported that no one assists them in completing homework assignments. Similarly, teachers acknowledge the necessity for homework support among their students, with 79.5% noting that the majority of students need support. Parents also noted a significant need for homework assistance among their children, with 72% stating that their child(ren) need help completing homework assignments. Without adequate homework support, students risk falling further behind academically, as homework reinforces classroom learning and builds essential study habits. To address this gap, our program will incorporate daily homework help, providing students with the support they need to complete assignments and strengthen their understanding of core concepts.

The needs assessment underscores significant academic gaps at the targeted schools, particularly in Math and Reading, where proficiency levels remain low, and subgroup disparities exist. As mentioned earlier, a high percentage of students are reading below grade level, and academic gaps are widening over time, indicating a critical need for structured

tutoring to boost academic performance and prevent students from falling further behind. Survey data reveals that 76.5% of teachers and 62.7% of parents see afterschool tutoring as essential for addressing students' academic needs, with the majority of students also emphasizing the importance of receiving tutoring support. This strong consensus highlights a pressing need for targeted academic assistance, especially in Math and Reading, to close achievement gaps and strengthen foundational skills. Our program will provide tutors specifically focused on reading and math, helping at-risk students improve proficiency, build confidence, and achieve lasting academic growth.

In addition to the need for afterschool tutoring, teachers expressed concern about learning setbacks over the summer. 82.4% of teachers reported that the majority of students experienced learning losses during this period, with Reading (76.5%) and Math (55.9%) being the most affected subjects. This data emphasizes the necessity of offering summer tutoring to maintain academic continuity and prevent regression, especially in these core subjects. Additionally, students demonstrated a strong interest in reading and math, indicating that if given the opportunity and proper support, they are more likely to engage deeply and achieve notable academic progress. By providing math and reading-focused tutors during the summer and nurturing students' interests, we can effectively address summer learning loss in these subjects, keeping students engaged and academically active during the summer break.

The needs assessment also highlights the significant risk posed by low participation in classroom activities and discussions. Survey responses indicate that 20.6% of teachers view this as a major academic challenge, with many students not engaging enough in class to fully benefit from active learning. When students don't participate, they miss opportunities to reinforce their understanding, apply new concepts, and develop critical thinking skills. Similarly, 28.6% of students reported only occasional or rare participation, often due to lack of confidence, uncertainty about the material, or fear of being wrong. See Chart 11 in the attached document to visualize the various factors influencing participation rates. These barriers contribute to academic stagnation and hinder progress. Our program will address this gap by creating a supportive and engaging environment where students feel confident in participating. Through hands-on activities and tailored support, we will encourage active involvement, helping students to build confidence, improve comprehension, and take a more active role in their academic growth. This approach will mitigate the risk posed by low engagement, empowering students to overcome participation barriers and enhance their learning outcomes.

**Behavioral and Social Emotional Needs:** The needs assessment highlights a pressing demand for Social, Emotional, and Behavioral (SEB) skills development among BES, HGES, and WES students. Survey data from teachers and parents underscores this need: 73.5% of teachers reported that the majority of students require SEB support, while a substantial 97.4% of parents stressed the importance of their children acquiring these skills. The lack of these essential skills can lead to students struggling with emotional regulation and social interactions, which often manifests as disruptive behaviors. Consequently, classroom disruption is a common issue, with 85.3% of teachers citing it as the most frequent behavioral problem. Administrators also flagged defiance and helping younger students adapt to appropriate school behavior as primary concerns, which disciplinary data further validates. Furthermore, one administrator noted that teachers may lack specific training in behavior interventions, which could limit the school's ability to address these challenges effectively.

These gaps in resources and training, combined with disparities in disciplinary actions, highlight the urgent need for targeted SEB support and equitable behavioral interventions. During the 2023 – 2024 school year at BES, although disciplinary rates were minimal, the data highlights significant disparities, as Black students account for 16.7% of all disciplinary incidents despite representing only 4% of the overall student population, indicating disproportionate disciplinary actions relative to their enrollment. See Chart 12 in the attached document for a visualization of the percent of disciplined population vs. the overall population by race/ethnicity. Additionally, data shows that economically disadvantaged students at BES and WES are also overrepresented in disciplinary incidents, with their discipline rates exceeding their proportion of the overall student population. See Charts 13 and 14 in the attached document for a visualization of the socio-economic status disparities in discipline rates. Disciplinary issues generally increase with grade level, with 5th graders accounting for 71.4% of all incidents at BES and 85.7% of all incidents at WES, the highest among all grades. This suggests that as students approach upper elementary grades, the need for targeted behavioral interventions and SEB skill development becomes more pronounced. However, the high rate among kindergarteners at BES, the second most disciplined group comprising 14.3% of incidents, indicates an early need for structured support to address behavioral challenges from the outset of their educational experience (Governor's Office of Student Achievement. K-12 Discipline Dashboard). See Charts 15 and 16 for a visualization of the disciplinary incidents by grade level at BES and WES. These behavioral issues and disparities, if left unaddressed, can hinder academic success and student well-being. Disciplinary disparities may reflect unmet needs among specific student subgroups, such as limited access to behavioral supports, SEB skills development, or culturally responsive practices. Our program will implement culturally responsive SEB interventions which can address disruptive behaviors by equipping students with tools to manage their emotions, resolve conflicts, improve positive relationships, and reduce disruptive behaviors, which will lead to a more focused, equitable, and supportive learning environment.

Chronic absenteeism is also a significant indicator of SEB needs. The targeted schools' chronic absenteeism rates are 11.3%, 10.5%, and 11.7%, respectively. Attendance data broken down by subgroup reveals that absenteeism is most prevalent among economically disadvantaged students and students with disabilities at WES. At BES, the highest rates of absenteeism are observed among White students, economically disadvantaged, followed by students with disabilities and migrant students. At HGES, LEP and economically disadvantaged students experience the highest levels of absenteeism. (Refer to Chart 17 for the percentage breakdown of chronically absent students across all subgroups at all schools). Overall, absenteeism is particularly high among economically disadvantaged students and students with disabilities, compounding the academic and social challenges these groups often face. Studies show that absenteeism is linked to lower academic achievement, as students miss critical lessons and fall behind in their coursework (Chang & Romero, 2008; Allensworth, 2013). Furthermore, chronic absenteeism is often driven by social-emotional challenges,

such as feelings of disconnection, anxiety, or lack of support (Balfanz & Byrnes, 2012). When students miss school frequently, they are deprived of important opportunities to engage socially, develop interpersonal skills, and participate in academic interventions—factors essential for their overall well-being and success. By helping students develop SEB skills, such as emotional regulation and goal setting, our program aims to reduce absenteeism by fostering greater school engagement and resilience.

Bullying is another critical issue that significantly impacts students' well-being and academic success. Research indicates that students who are bullied experience increased anxiety, depression, and emotional distress, which can affect their ability to focus in class and engage in learning (Juvonen & Graham, 2014). In our needs assessment, 57.1% of students reported experiencing bullying, highlighting the urgent need for effective SEB interventions. Without the proper tools to cope with bullying, these students are at greater risk of falling behind academically, developing poor social-emotional health, and disengaging from school. SEB skills—such as emotional regulation, conflict resolution, and self-advocacy—are crucial for students to process and manage the emotional impact of bullying and develop resilience in the face of adversity (Kohut, 2018). The high prevalence of bullying underscores the importance of incorporating SEB skill-building in afterschool programming, offering students the opportunity to build healthy coping mechanisms and improve their social interactions. While the administrator indicated that the school currently has resources to address bullying and SEB needs, the persistent challenges faced by students highlight the importance of reinforcing these efforts. Bullying and gaps in SEB development remain pressing issues that require ongoing attention and innovative approaches. Our afterschool program complements the school's initiatives by providing targeted SEB-focused activities designed to help students build resilience, empathy, and conflict-resolution skills. Through this program, we aim to create a consistent, supportive environment where students can develop the tools they need to navigate social challenges and foster positive relationships both in and out of the classroom.

**Cultural Needs:** The needs assessment reveals significant cultural and linguistic disparities, particularly at BES and HGES, placing students, especially Hispanic learners, at heightened risk for academic underachievement and behavioral challenges. As mentioned earlier, students of color, particularly Black and Hispanic students, experience disparities in academic performance and disciplinary actions compared to their White peers. The intersection of academic struggles and behavioral issues highlights the need for culturally responsive teaching strategies and Social, Emotional, and Behavioral (SEB) interventions. Culturally responsive teaching strategies, which emphasize students' cultural backgrounds, learning styles, and lived experiences, play a crucial role in bridging these disparities. Research has shown that when educators integrate culturally relevant materials and teaching approaches, students are more engaged, leading to improved academic outcomes and better behavior (Gay, 2018). Additionally, research shows that culturally relevant SEB programs can improve both academic outcomes and behavior by fostering a more inclusive, supportive school climate (Gay, 2018; Ransford et al., 2009). By incorporating culturally responsive teaching strategies and SEB interventions, our program will address the unique needs of students of color, reducing behavioral disparities and fostering positive relationships, which in turn will enhance their academic success and emotional well-being. These interventions will promote not only academic achievement but also social integration and conflict resolution skills, ensuring all students have equitable access to a supportive and empowering educational environment.

For Hispanic and Limited English Proficient (LEP) students, the program will integrate bilingual resources and staff members, bridging linguistic gaps and improving access to program content. LEP places students at significant academic risk by hindering their ability to fully engage with the curriculum, communicate with peers and teachers, and access learning materials. We are actively recruiting additional bilingual staff to further support these students. By creating a culturally and linguistically supportive environment, our program will enhance the academic and social experiences of all students, contributing to their long-term success in a diverse learning environment.

**Physical Needs:** The needs assessment identifies significant physical health challenges affecting students at the targeted schools, particularly in the areas of food insecurity, limited access to nutritious food, and high rates of physical inactivity. According to school administrators, the biggest area of concern in this area are a lack of good nutrition due to poverty and a lack of physical activity. In Habersham County, where the schools are located, 19.9% of children experience food insecurity (Feeding America), which limits consistent access to nutritious meals. Compounding this issue, 8% of the population are low-income and do not live close to a grocery store (Data USA). These factors mean that many students may rely on local convenience stores, which often stock high-calorie, processed foods instead of fresh fruits and vegetables. Research shows that inadequate nutrition is associated with lower academic achievement, poor concentration, and behavioral issues, putting students at a disadvantage in both their studies and social development (Belsky et al., 2019). To address these issues, our program will incorporate nutrition education alongside providing healthy snacks during afterschool programs. By educating students and their families about the benefits of balanced diets, portion control, and healthy eating habits, we aim to empower them to make better food choices at home. Additionally, by offering nutritious snacks, we ensure students have the energy they need to actively participate in learning and remain focused throughout the program. This dual approach will not only improve students' immediate physical health but also contribute to enhanced academic engagement and overall well-being.

Furthermore, 30.2% of the Habersham population do not have adequate access to locations for physical activity (Data USA), and school administrators cite physical inactivity as a major health/wellness concern. Additionally, the obesity rate in Habersham is 38%, higher than the state average, and 22% of Habersham youth reported that they were not physically active for at least 1 hour in the last 7 days, indicating high levels of inactivity that could lead to obesity (Georgia Campaign for Adolescent Power and Potential). Obesity puts children at significant risk for a range of health and academic issues. Research shows that childhood obesity is associated with increased risks of developing chronic conditions like type 2 diabetes, heart disease, and high blood pressure (Whitaker et al., 2017). Beyond physical health, obesity is linked to poorer academic performance, lower self-esteem, and higher rates of absenteeism (Janssen et al., 2017). In the classroom, obesity can affect a child's ability to focus and engage, leading to behavioral problems and

emotional difficulties, further hindering their academic success (Tremblay et al., 2016). To address high levels of inactivity and encourage active lifestyles, our program will include structured physical fitness activities tailored to elementary students. By engaging in regular, fun physical exercises, students can improve fitness levels, develop positive attitudes toward physical health, and experience the physical and mental benefits of an active lifestyle.

**Parental Support Needs:** In response to inquiries about the most pressing challenges affecting students, 29.4% of teachers identified a deficiency in parental support as the most detrimental factor. Research shows that students with limited parental support are at increased risk of lower academic performance, poorer social skills, and behavioral issues (Jeynes, 2012). Strengthening parental engagement can play a vital role in supporting students' success both academically and emotionally. This highlights the critical need to enhance parental involvement in their children's activities. To address this need, our program will host family events, workshops, and parent-tutor conferences aimed at increasing parental engagement. These initiatives will provide opportunities for parents to become more involved in their children's academic progress, foster stronger home-school connections, and empower parents with tools to support their children's learning and emotional development.

Parental support is essential to student success, yet parents at the targeted schools face barriers that limit their ability to engage fully in their children's educational experiences. Survey responses indicate moderate enthusiasm for various parent engagement activities (refer to Chart 18), yet several obstacles hinder attendance. This gap between interest and attendance suggests that many parents may be willing but lack the means or support to participate effectively, potentially leaving students without valuable family-based support. The most frequently cited barriers include lack of childcare (37%), work conflicts (12%), and lack of transportation (7%). These challenges prevent many parents from attending events, underscoring a need to make parent engagement activities more accessible. To address the childcare barrier, we plan to schedule parent activities during Club hours, allowing parents to attend without additional childcare concerns. For parents lacking transportation and facing work conflicts, we will provide options such as virtual engagement sessions. Additionally, we will offer written summaries and resources from each session, allowing parents who cannot attend in person to stay informed and support their children's growth. Additionally, we will offer food at the events, whenever possible and as resources permit, to alleviate the burden on parents and ensure they do not need to worry about dinner once they return home.

**Factual Compelling Statement of Problem/Who is Affected/Results if Not Addressed/Solved:**

The primary problem identified in the needs assessment is a significant academic achievement gap that disproportionately affects Hispanic students, Limited English Proficient students, English Language Learners, students with disabilities, low-income students, and White students in specific subjects, such as Math, which places them at risk of falling behind in school and limits their potential for personal and academic growth. These students face systemic barriers to academic success, including limited access to enrichment opportunities and personalized academic support. Chronic absenteeism, disciplinary disparities, particularly for Black and economically disadvantaged students, linguistic barriers, and a lack of parental involvement further exacerbate the situation. Food insecurity, physical inactivity, bullying, low class participation rates, and a lack of culturally relevant interventions also contribute to these challenges. The various challenges faced by these students are each detrimental on their own, but together they form a web of barriers that significantly hinder academic achievement. Each of these factors compounds the others, creating a cycle that perpetuates disparities in educational outcomes.

The root causes of the challenges faced by these students are deeply intertwined, creating an environment where academic success becomes increasingly difficult to achieve. Under-resourced schools are one of the primary contributors, lacking the funding and resources necessary to provide the personalized academic support students need. These schools are often overcrowded, have outdated materials, and may struggle to offer enrichment opportunities such as tutoring, extracurricular activities, or STEM programs. As a result, students in these schools fall behind, with fewer opportunities for academic growth or support.

Economic hardship further exacerbates these challenges, especially for families living paycheck to paycheck or experiencing unstable housing. Many students face food insecurity, lack access to technology, and do not have a quiet place to study, all of which hinder their ability to focus on learning. According to the National Center for Education Statistics (2020), economic instability often leads to chronic absenteeism, with students missing school due to factors such as the inability to pay for transportation, needing to care for younger siblings, or facing homelessness. These missed days compound academic deficits, making it harder for students to catch up. Chronic absenteeism is not just about missing school; it's about missing the opportunity to build the skills, relationships, and confidence necessary to succeed. When students miss significant periods of school, their ability to keep up with lessons diminishes, leading to frustration, disengagement, and a lack of academic progress.

Disciplinary actions, particularly among students of color, also contribute to the cycle of academic failure. Studies show that Black and Hispanic students are disproportionately affected by suspensions and expulsions, often due to implicit biases or lack of culturally responsive teaching practices. This leads to both academic setbacks and a sense of alienation, as students are removed from the classroom environment where learning takes place.

If these issues are not addressed, the achievement gap will continue to widen, leaving students with fewer opportunities for academic and personal success. As students fall behind in key subjects such as math and reading, their future prospects for college enrollment and workforce participation diminish. According to the Afterschool Alliance (2023), students who engage in after-school programs, particularly those focusing on academic support, are more likely to improve both behavior and academic performance, reducing absenteeism and discipline issues. Without these interventions, however, these students will likely face continued academic struggles and limited opportunities for

success, perpetuating cycles of poverty and undermining the broader community's potential.

The Boys & Girls Clubs of Lanier (BGCL) is committed to addressing these challenges through targeted programs that focus on academic success, behavioral support, physical health, and parental involvement. These efforts aim to provide the tools, resources, and guidance necessary to help students overcome obstacles, close achievement gaps, and foster long-term success. Studies consistently show that after-school and enrichment programs can improve academic outcomes, reduce disciplinary issues, and increase engagement among students (Afterschool Alliance, 2023). By continuing to offer these critical services, BGCL can help transform the lives of students, equipping them with the skills and opportunities needed to thrive academically and beyond.

#### Data Sources:

Governor's Office of Student Achievement. Georgia School Grades Reports: Woodville Elementary School. Retrieved from <https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html?lang=English&SchoolName=woodville-elementary-school> on November 1, 2024.

Governor's Office of Student Achievement. Georgia School Grades Reports: Hazel Grove Elementary School. Retrieved from <https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html?lang=English&SchoolName=hazel-grove-elementary-school> on November 1, 2024.

Governor's Office of Student Achievement. Georgia School Grades Reports: Baldwin Elementary School. Retrieved from <https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html?lang=English&SchoolName=baldwin-elementary-school-habersham-county> on November 1, 2024.

Governor's Office of Student Achievement. K-12 Report Card Dashboard. Retrieved from <https://gaawards.gosa.ga.gov/analytics/K12ReportCard> on November 1, 2024.

Georgia Public Policy Foundation. 2023 College and Career Ready Performance Index. Retrieved from <https://www.georgiapolicy.org/publications/2023-college-and-career-ready-performance-index/#:~:text=This%20process%20yielded%20an%20overall,percent%20and%206.8%20percent%2C%20respectively.> On November 1, 2024.

Georgia Department of Education. 2023 College and Career Ready Performance Index. Retrieved from [https://ccrpi.gadoe.org/Reports/Views/Shared/\\_Layout.html](https://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html) on November 1, 2024.

Census Reporter. Baldwin, GA. Retrieved from <https://censusreporter.org/profiles/16000US1304980-baldwin-ga/> on November 1, 2024.

Census Reporter. Mt. Airy, GA. Retrieved from <https://censusreporter.org/profiles/16000US1353284-mount-airy-ga/> on November 1, 2024.

Census Reporter. Clarkesville, GA. Retrieved <https://censusreporter.org/profiles/16000US1316460-clarkesville-ga/> on November 1, 2024.

Governor's Office of Student Achievement. K-12 Discipline Dashboard. Retrieved from <https://public.gosa.ga.gov/noauth/extensions/DisciplineDASHV1/DisciplineDASHV1.html> on November 1, 2024.

Feeding America. Food Insecurity among the Child Population in Habersham County. Retrieved from <https://map.feedingamerica.org/county/2017/child/georgia/county/habersham> on November 5, 2024.

Data USA. Habersham County, GA. Retrieved from [https://datausa.io/profile/geo/habersham-county-ga?dietAndExerciseOptions=indicator\\_5](https://datausa.io/profile/geo/habersham-county-ga?dietAndExerciseOptions=indicator_5) on December 12, 2024.

Georgia Campaign for Adolescent Power and Potential. A Snapshot of Adolescent Health and Well-Being in Habersham County. Retrieved from <https://www.gcapp.org/wp-content/uploads/2021/05/Habersham-County.pdf> on December 12, 2024.

Jeynes, W. H. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706-742.

Chang, H., & Romero, M. (2008). Present, engaged, and accounted for: The critical importance of addressing chronic absenteeism in the early grades. *National Center for Children in Poverty*.

Allensworth, E. (2013). Graduation and chronic absenteeism: Connections and consequences. Consortium on Chicago School Research.

Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Everyone Graduates Center.

Juvonen, J., & Graham, S. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65, 159-185.

Kohut, M. (2018). The role of social-emotional learning in preventing bullying. *Journal of Educational Psychology*, 110(4), 519-530.

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College Press.

Ransford, C. R., Greenberg, M. T., & Domitrovich, C. E. (2009). The Role of Social and Emotional Learning in Preventing School Violence and Improving Academic Outcomes. *The Prevention of School Violence: A Comprehensive Approach to Prevention* (pp. 209-232). Springer.

Belsky, J., Sligo, J., & Taylor, K. (2019). Early child care and children's development: A longitudinal analysis. *Journal of Child Psychology and Psychiatry*, 60(9), 1003-1012. <https://doi.org/10.1111/jcpp.13071>

Whitaker, R. C., Wright, J. A., Pepe, M. S., & Seidel, K. D. (2017). Obesity among US children in the 1990s: Prevalence and trends. *JAMA*, 277(13), 1043–1047.

Janssen, I., Craig, W. M., & Boyce, W. F. (2017). Physical activity, overweight, and academic performance in children and youth. *Journal of School Health*, 88(3), 155–163.

Tremblay, M. S., Carson, V., & Chaput, J. P. (2016). Physical activity, sedentary behavior, and sleep: Movement behaviors in the early years. *Canadian Journal of Public Health*, 107(5-6), e442–e446.

National Center for Education Statistics (2020). *The Condition of Education 2020*. U.S. Department of Education, Institute of Education Sciences.

Afterschool Alliance. (2023). *America After 3PM: Afterschool Programs in Demand*. Afterschool Alliance.

*(Word count is 6666) If the word count exceeds 9,000, please upload any remaining narrative for Question B. Specific Needs below.*

### **C. Program Focus (6 Points)**

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

#### **Program Focus as Defined by the Results of the Needs Assessment:**

In response to the critical needs identified in our needs assessment, Boys & Girls Clubs of Lanier (BGCL) has structured a 21st Century Community Learning Center (21st CCLC) program designed to enhance academic achievement, promote positive youth development skills, and increase family engagement.

As referenced in the Specific Needs section, the Habersham Elementary Success Academy (HESA) targets 85 at-risk for failure K-5th grade students, with 15 of those students identified with special needs. 25 of the students attend Baldwin Elementary School, 25 attend Woodville Elementary School, and 35 attend Hazel Grove Elementary, which are all Title I schools with free/reduced lunch rates of 89.13%, 74.13%, and 80.10%, respectively. These students were specifically chosen based on criteria indicating elevated risk factors affecting academic performance and stability. These criteria include low achievement levels, reading below grade level, enrollment in compensatory programs, frequent disciplinary incidents, and chronic absenteeism. Many of the students struggle with foundational skills across subjects, including reading, language arts, math, and science, as evidenced by below-grade-level classroom performance and low Georgia Milestones Assessment System (GMAS) scores. Although GMAS scores are not available for K-2 students, other risk indicators, such as enrollment in compensatory programs, frequent disciplinary incidents, and chronic absenteeism, help to identify younger students who may be struggling. Students' academic challenges are compounded by frequent behavioral disruptions and absences, often linked to underdeveloped social-emotional skills. These behaviors and absences create barriers to learning, further hindering their academic success and social integration. Additionally, these students contend with low homework completion rates, poor class participation, summer learning loss, linguistic and cultural barriers, bullying, and health issues, including physical inactivity and limited access to nutritious foods—all of which directly hinder their academic and social progress. Their parents also face challenges, such as lack of childcare and transportation and demanding work schedules, that hinder their ability to actively support their children's education.

To meet the academic needs of students, HESA will address the high percentage of beginning-level learners and achievement disparities through a structured, targeted academic program. HESA will provide students with certified tutors specializing in English Language Arts/Reading and Math. This approach is particularly critical given that, as the assessment showed, students struggle with sustained improvements in English and Math proficiency across grade levels. BGCL will employ certified tutors with focused knowledge, background, skills, and expertise in their respective fields. The tutors hired for HESA will be primarily school teachers from the school the students attend, making them familiar with both the students and the school's curriculum. This familiarity allows tutors to seamlessly align tutoring

sessions with the specific day school instruction and Georgia Standards of Excellence for each subject area. Because these tutors already know the students' academic needs and learning styles, they can provide more targeted and effective support. This continuity between day school and after-school programming enhances students' learning experiences and helps reinforce concepts, boosting both confidence and academic performance. Additionally, having familiar faces fosters a sense of trust and consistency, encouraging students to engage more actively in their learning journey. Additionally, tutoring sessions will be conducted in small groups, ensuring that the most at-risk students receive personalized, focused instruction to help them overcome learning barriers. Tutoring sessions will also be provided in the summer to combat summer learning setbacks as identified in the needs assessment. Furthermore, HESA will implement evidenced-based Boys & Girls Clubs of America (BGCA) academic programs to improve students' academic achievement. HESA will implement the evidence-based Power Hour program. This program provides targeted homework assistance, study skill development, and math and literacy practice, structured to improve both homework completion and academic performance. The inclusion of the Power Hour program directly addresses the homework support needs highlighted in the survey data. This targeted academic support will address the identified needs in reading and math, support homework completion, and improve academic performance across subjects, making a measurable impact on HESA students' long-term educational success.

To address the youth development needs of students, HESA will employ a comprehensive, three-pronged strategy aimed at enhancing Social and Emotional Behavior (SEB) skills, improving class attendance and participation, and promoting health/wellness and physical fitness.

The needs assessment highlights a critical demand for SEB support, with both teachers and parents noting that many students struggle with emotional regulation and social skills, often resulting in disruptive behavior and frequent absences. This challenge is further highlighted by disciplinary disparities and elevated chronic absenteeism rates, which are closely tied to deficiencies in SEB skills. To improve students' SEB skills, HESA will provide evidence-based BGCA programs focused on SEB skill development. HESA will implement programs, such as Smart Moves and Passport to Manhood, which specifically target these needs by equipping students with skills to manage emotions, practice empathy, and develop self-control. These evidence-based programs address students' challenges with authority and help younger students adapt to appropriate school behaviors, as highlighted in the assessment, through structured activities that encourage self-awareness, resilience, and positive relationship-building. Additionally, the structured activities within these programs foster cooperative learning and conflict resolution, which directly address the bullying incidents highlighted in the needs assessment by promoting positive social interactions and reducing aggressive behaviors. These programs will equip students with essential tools to regulate their emotions, manage conflicts, and build positive relationships, which in turn will reduce disruptive behaviors and make the school experience more positive for all students. When students experience fewer disruptions and negative interactions, their engagement and motivation to attend improve. Moreover, skills developed in SEB programs—like goal-setting, perseverance, and coping strategies—directly encourage consistent school attendance. Students who are equipped with resilience skills are better able to handle challenges or setbacks, such as difficult assignments or social conflicts, making them less likely to avoid school in response to challenges. As students gain better emotional control and conflict resolution skills, they are more likely to engage fully in school, attend regularly, and develop a positive attitude toward learning, ultimately improving both behavior and attendance. Moreover, SEB skill development directly correlates with increased motivation and focus in the classroom, promoting positive behaviors such as active class participation and addressing the low participation rates identified in the needs assessment. To further enhance attendance, HESA will implement strategies such as personalized support from mentors, creating a welcoming and supportive learning environment, and offering incentives for consistent attendance and academic engagement.

To further support students' growth and success, it is essential to ensure that the program addresses the cultural and linguistic needs of HESA's diverse targeted population. The needs assessment reveals significant disparities, particularly among Hispanic, Limited English Proficient (LEP), and Black students, which can exacerbate both academic and behavioral challenges. These students require culturally responsive teaching and mentorship to thrive in an inclusive learning environment. To meet these needs, mentors within the program will be selected not only for their expertise in SEB skill development but also for their cultural competence and understanding of the unique backgrounds of HESA students. These mentors will serve as relatable role models who share cultural connections with the students, making them more likely to engage with the program and develop trust. Additionally, all teaching strategies will be rooted in cultural sensitivity, ensuring that lessons are tailored to reflect students' diverse learning styles and experiences. Culturally responsive practices, such as integrating diverse perspectives into lesson plans and using bilingual resources, will help bridge linguistic gaps for Hispanic and LEP students, making academic content more accessible and engaging. By weaving together cultural responsiveness with SEB skill development, the program will foster a more inclusive environment that empowers all students to succeed academically and socially.

HESA will prioritize enhancing students' health and wellness and increasing physical fitness participation as a critical response to the needs identified in the assessment. The needs assessment highlighted significant concerns regarding physical inactivity and limited access to nutritious food, which are key contributors to poor academic performance and social-emotional difficulties. To address these pressing issues, HESA will implement evidence-based programs that not only engage students in physical activities but also educate them about nutrition, empowering them to make healthier choices and improve their overall well-being. HESA will implement programs such as Triple Play: Body and Mind, which not only encourages physical activity but also builds resilience, teamwork, and emotional regulation—skills essential for academic success. Additionally, this program emphasizes the importance of a healthy lifestyle, encouraging students to adopt healthier habits for long-term health. By combining nutrition education with physical activities, these programs provide a holistic approach to wellness that supports both the physical and social-emotional development of students. This comprehensive approach is tailored to meet the specific needs of HESA's students, ensuring that they receive the support necessary to thrive both academically and personally.

To address the pressing challenge of parental involvement identified in the needs assessment, HESA will implement a comprehensive strategy designed to engage parents more fully in their children's academic and emotional development. To counter the deficiency in parental support cited by teachers, HESA will create a variety of parent engagement opportunities tailored to the expressed interests and barriers outlined by parents themselves. Our program will host a range of activities aimed at strengthening the connection between home and school, such as family events, educational workshops, parent-tutor conferences, and SEB skill workshops. These initiatives will not only provide a platform for parents to stay informed about their child's academic progress but also empower them with tools and strategies to support their children's emotional and social development. Programs such as family activity nights, English as a Second Language classes, and parenting workshops will be offered based on parent interest, as indicated in the needs assessment survey. This focus will ensure we meet parents where they are and provide them with relevant and accessible resources to help them engage in their child's learning journey. Recognizing that barriers such as inadequate transportation, work conflicts, and childcare needs limit parental involvement, HESA will schedule events during club hours to mitigate the childcare issue and offer virtual options for those with inadequate transportation and scheduling conflicts. Additionally, written summaries and resources will be provided for those unable to attend, ensuring they remain informed and can actively support their child's academic and emotional growth. This holistic approach to increasing parental engagement aims to address both the identified gaps and the barriers to participation, fostering a more supportive and connected home-school partnership that directly supports student success.

In acknowledging all individualized education plans created by homeroom teachers, we are astutely focused on ensuring gaps for each student are identified, addressed, and minimized. Furthermore, BGCL will use school and after-school staff behavior and observations that may assist us in readily identifying individualized needs or concerns that may not have been apparent before.

#### Appropriateness of Proposed Program's Focus/Addressing Student Needs in the Needs Assessment:

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

Concentrating on enhancing student academic outcomes will directly address the identified needs, given that the needs included low homework completion and participation rates, a lack of homework assistance support, a need for academic tutoring, a considerable amount of summer learning-loss, high student retention rates, subgroup disparities in retention rates, high rates of beginning-level learners in all subjects based on GMAS scores, and subgroup disparities in GMAS scores. The range of services provided, including tutoring, homework assistance, and targeted academic programs, plays a pivotal role in positively influencing both the capacity and enthusiasm of students to learn. By offering tailored tutoring sessions, students receive targeted support to overcome academic challenges, fostering a deeper understanding of the material. According to research, tutoring has been shown to significantly boost academic performance for at-risk students (Slavin, 2017). Additionally, homework assistance ensures that students can reinforce their classroom learning in a structured environment, reducing barriers to comprehension. Moreover, the integration of the Power Hour program, featuring elements that enhance academics, is poised to significantly impact students' academic performances. These services allow students to gain a deeper understanding of key concepts, especially in subjects like English, reading, and Math, where many students struggle. These programs are carefully designed to supplement the regular school curriculum, providing students with additional learning opportunities that cater to diverse learning styles and interests. This holistic approach is essential for fostering improvements in grades, standardized test scores, homework completion rates, and overall academic achievement. By focusing on both short-term and long-term interventions, including summer tutoring, we aim to close the achievement gaps observed in the needs assessment, helping students advance from beginning-level learners to developing learners and improve performance on assessments like GMAS.

Prioritizing the enhancement of youth development skills is aptly tailored to meet the identified needs, given that the identified needs included students' frequent behavioral problems cited by teachers and administrators, experiences with bullying, chronic absenteeism, and subgroup disparities in disciplinary action. Teachers and parents both reported widespread struggles among students with emotional control and social interaction, leading to disruptive behaviors and diminished academic engagement. These challenges, as identified in the needs assessment, are key indicators that students lack essential SEB skills—skills critical to fostering a positive learning environment. The implementation of evidence-based programs such as Smart Moves and Passport to Manhood will address these deficiencies by providing structured activities that build emotional regulation, self-awareness, empathy, and conflict resolution. These programs are specifically designed to target behaviors linked to absenteeism, disruptive behaviors, and bullying by fostering better emotional control and improved peer interactions. Furthermore, Smart Moves program participants have been shown to achieve three times more social-emotional growth than youth who did not take part (Kuperminc et al., 2023). This finding directly supports the appropriateness of integrating Smart Moves into the proposed program, as it specifically addresses the identified need for improving students' social-emotional development. Similarly, Passport to Manhood encourages the development of self-regulation and decision-making skills, which directly address the behavioral concerns outlined in the assessment. In particular, the emphasis on emotional identification, stress management, and resilience is expected to reduce absenteeism by equipping students with the tools to cope with academic and social pressures, helping them stay engaged in school. Research has consistently shown that students who



receive SEB training exhibit higher levels of school attendance and improved behaviors (Durlak et al., 2011). Furthermore, SEB programs foster a positive school climate by reducing disruptive behaviors and increasing cooperation, as students develop more effective communication and conflict resolution skills (Zins & Elias, 2007). By addressing these identified needs, the proposed program not only supports improved social and emotional development but also enhances academic participation and success. As students acquire SEB competencies, their ability to regulate emotions, manage stress, and resolve conflicts will result in fewer behavioral disruptions, leading to a more conducive learning environment. Moreover, students will be better equipped to maintain regular school attendance, ensuring they remain engaged academically and emotionally in their education.

Furthermore, our partnership with BESSI Lab LLC, a team of National and International Ph.D. psychology and educational professionals, ensures that our programs are informed by cutting-edge research and practices in psychology and education. This collaboration allows us to embed SEB skills into our interventions more effectively, benefiting from the BESSI Lab LLC's extensive expertise in designing and assessing social-emotional competencies. Their insights and evaluation support ensure that our approaches are tailored to meet the specific social-emotional needs identified in the assessment, enhancing our program's ability to address behavioral issues and absenteeism. This partnership also facilitates ongoing evaluation and refinement, enabling us to measure and continuously improve our SEB outcomes for students. By seamlessly integrating our existing programs with the guidance and new SEB tools, materials, and activities from our partner, the BESSI Lab LLC, we aim to amplify students' capabilities. Refer to the attached document for a detailed visualization of the SEB skills that the program will target and evaluate.

The focus on culturally and linguistically responsive programming is highly appropriate for addressing the needs of the targeted schools' large Hispanic population, as identified in the needs assessment. Research conducted with urban Boys & Girls Clubs serving primarily African American and Latino youth in high-poverty communities found that three-fourths of participants considered the Club a "home," and 91% cited relationships with staff and peers as crucial to their sense of belonging. These findings underscore the powerful role that culturally sensitive environments and supportive relationships play in fostering social and emotional development, as youth felt genuinely cared for, valued, and supported by adults they trusted (Hirsch & Deutsch, 2005).

By embedding cultural responsiveness into our SEB programs and selecting mentors who share cultural connections with the students, we create a welcoming, supportive environment that resonates with students' backgrounds and identities. This approach not only fosters trust and engagement but also aligns with research indicating that culturally responsive education enhances academic and social-emotional outcomes by providing students with relatable role models and a sense of belonging (Gay, 2018). Furthermore, by implementing culturally attuned strategies—such as integrating diverse perspectives and using bilingual resources—we directly address the barriers faced by Hispanic and LEP students, improving access to content and encouraging academic and social engagement.

Focusing on improving family engagement and promoting parental involvement is highly suitable for addressing the program's identified lack of parental support. Research shows that parental engagement positively impacts academic achievement, especially for economically disadvantaged students (Jeynes, 2018). By helping parents overcome barriers—such as lack of childcare and transportation—the program makes it easier for families to engage in their children's education. Additionally, providing dinner to encourage attendance reduces logistical concerns and fosters a more welcoming environment, allowing parents to participate without the added stress of mealtime responsibilities. This, in turn, is expected to improve academic and social-emotional outcomes for the students, as students are more likely to succeed when their families are involved (Henderson & Mapp, 2002). The planned family engagement activities are comprehensive and accessible. Virtual options via Zoom enable parents who might otherwise be unable to attend due to work or transportation issues to participate. Holding events during Club hours and offering childcare and food further reduces logistical challenges. The planned follow-up resources for those unable to attend ensure that all parents, regardless of circumstances, can stay informed and engaged. Through workshops on literacy, educational advocacy, SEB understanding, computer literacy, financial management, and nutrition, the program empowers parents with valuable tools to support their children. By offering these diverse resources, the program aims to foster stronger family-school partnerships and increase parents' confidence in supporting their children's academic and social growth. Strengthening these connections also helps build a foundation of trust and support, as parents become more active collaborators in their children's education journey, a factor proven to contribute to students sustained academic progress (Epstein, 2018).

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

#### References:

Slavin, R. E. (2017). Evidence-based reform in education: The case of cooperative learning. *Educational Researcher*, 46(3), 122-131. <https://doi.org/10.3102/0034654316687362>

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*,

82(1), 405-432.

Zins, J. E., & Elias, M. J. (2007). Social-emotional learning and school success: A systematic approach. *The School Counselor*, 55(3), 210-219.

Kuperminc, G., Henrich, C., Herrera, C., Moore, R., Barbot, C., Brockenberry, E., and Warnecke, M. (2023). Evaluation of SMART Moves: Final Report on Program Implementation and Outcomes. Retrieved from [www.bgca.net](http://www.bgca.net).

Hirsch, B.J. and Deutsch, N. (2005). "A Second Home." In *A Place to Call Home: After-School Programs for Urban Youth*, edited by B.J. Hirsch, 41-56 (Washington, D.C.: American Psychological Association; New York: Teachers College Press), <https://psycnet.apa.org/record/2005-02403-003>.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Epstein, J. L. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family and Community Connections with Schools.

Jeynes, W. H. (2018). *Parental involvement and academic success*. Routledge.

*(Word count is 3531) If the word count exceeds 9,000, please upload any remaining narrative for Question C. Program Focus below.*

Download a copy of the Chart, Graph or Continuation of the narrative for Question A The Process: [Habersham Elementary Success Academyneeds\\_charta46.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs: [Habersham Elementary Success Academyneeds\\_chartb46.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus : [Habersham Elementary Success Academyneeds\\_chartc46.pdf](#)

FY 26 RFA 21st Century Community Learning Centers  
PRIVATE SCHOOLS CONSULTATION

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

**Fiscal Agent Name:** Boys & Girls Club of Lanier

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

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

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

Schools Served Chart (2025-2026)

Program Name: Habersham Elementary Success Academy

[Sample Form](#)

Name of School(s) Served	County	School Designation (e.g. CSI or TSI)	Grade Span of School(e.g. K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Baldwin Elementary School	Habersham	N/A	PK-5	423	<input checked="" type="radio"/> Yes <input type="radio"/> No	89.3 %	25
Hazel Grove Elementary School	Habersham	N/A	K-5	285	<input checked="" type="radio"/> Yes <input type="radio"/> No	74.1 %	35
Woodville Elementary School	Habersham	N/A	K-5	240	<input checked="" type="radio"/> Yes <input type="radio"/> No	80.1 %	25

FUNDING REQUEST WORKSHEET

Program Name: Habersham Elementary Success Academy

Site Name: Baldwin Elementary School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	20	5	15.00	36.00	\$5.05	\$6.30	\$71,550.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$71,550.00

FUNDING REQUEST WORKSHEET

Program Name: Habersham Elementary Success Academy

Site Name: Hazel Grove Elementary School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	30	5	15.00	36.00	\$5.05	\$6.30	\$98,820.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	80	5	35.00	6.00	\$5.05	\$6.30	\$91,455.00
Calculated Total							\$190,275.00

FUNDING REQUEST WORKSHEET

Program Name: Habersham Elementary Success Academy

Site Name: Woodville Elementary School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	20	5	15.00	36.00	\$5.05	\$6.30	\$71,550.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$71,550.00

## FUNDING REQUEST SUMMARY

Program Name: Habersham Elementary Success Academy

Site	Calculated Total*
Hazel Grove Elementary School	\$190,275.00
Baldwin Elementary School	\$71,550.00
Woodville Elementary School	\$71,550.00
Calculated total of all sites	\$333,375.00
Total allowable budget for this application	\$333,375.00

Program Name: Habersham Elementary Success Academy

### II. Budget (10 Total Points)

#### ***B. Budget Narrative***

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

Provide a brief and concise narrative of the following:

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

#### **CBO/Non-LEA and IHE Applicants Only**

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

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

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



following:

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

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

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

Every budgeted item, including staffing, tutors, contracted special instructors, educational materials, program supplies, transportation, general administration, professional development, and evaluation, is necessary, allowable, reasonable, and in direct alignment with and supportive of the three identified goals. These budgeted items are also in line with the scope of students served and timeframes served while providing the necessary means to evaluate our outcomes. For example, Goal #1 (HESA students will improve their Academic Performances and Achievements) is directly supported through the inclusion of tutorial instructors, the Program Director, Site Director, Youth Development Professionals (YDPs), and 1 Special Education YDP as program personnel. Tutors will be responsible for assisting students in improving their comprehension of educational material. The Program Director will ensure that tutorial instruction aligns with the school-day curriculum and the Georgia Standards of Excellence. The Site Director contributes to this goal by overseeing daily operations, coordinating with staff to ensure consistent support for students, and fostering a structured, learning-focused environment, which allows for a cohesive approach to improving student outcomes. YDPs are tasked with implementing academic programs and assisting students with homework completion. The Special Education YDP will focus specifically on supporting students with disabilities by providing individualized assistance, adapting academic programs to meet diverse learning needs, and collaborating with tutors and staff to ensure these students receive equitable and effective support. Additionally, field trips and program supplies contribute to goal attainment. The field trips, such as visits to educational places like the Fernbank Museum, help to engage students in experiential learning, connecting classroom knowledge to real-world applications. Program supplies, such as learning materials and other resources, contribute directly to the goal by enabling tutors and staff to deliver personalized academic support and enrichment activities.

Goal # 2 (HESA students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills, focusing on (5) core Social, Emotional, and Behavioral (SEB) skills, class attendance and participation, and positive health/wellness habits, including active physical fitness) is directly supported through the inclusion of instructional program supplies, YDPs as program personnel, enrichment instructors, and professional development provided by our partners, BESSI Lab LLC. Program supplies provide essential resources for activities and materials needed to implement programs that focus on nutrition, physical activity, and SEB development. Youth Development Professionals are tasked with implementing health/wellness, SEB, and physical activity programs. Enrichment instructors contribute to Goal #2 by teaching specialized programs like fitness and yoga, which help students develop key social, emotional, and behavioral skills and enhance their health/wellness and physical activity. BESSI Lab LLC plays a critical role by training staff in evidence-based SEB strategies designed to equip students with the skills they need to manage emotions, build positive relationships, and navigate social challenges. Through this professional development, staff gain the tools and knowledge necessary to foster an environment that promotes emotional regulation, resilience, and effective communication among students.

Goal # 3 (HESA parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in the SEB skills enhancement) is directly supported through the inclusion of the Parent Coordinator as program personnel, and program supplies for parent engagement activities. The Parent Coordinator is tasked with organizing and implementing parent events and engaging with families to strengthen their involvement in the program. The program supplies are essential for delivering hands-on materials and resources during workshops, creating an engaging learning environment for parents, and providing tools they can use at home to support their children's literacy and SEB development. Furthermore, the inclusion of the data clerk supports all goals by tracking and entering key program information into databases. These databases are used to track attendance, academic performance, and other outcomes related to the program's goals. The data clerk ensures that accurate, real-time data is available, allowing the program to assess outcomes.

Every aspect of our program budget is designed to support the goals of the program and ensure a successful outcome.

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

Funds were allocated based on the identified after-school and summer school student needs, program goals, objectives, activities, and resources essential for successful implementation through joint planning efforts as described earlier in the needs section. Of this budget total, instruction and pupil services are \$276,960.02 as identified in function codes 1000 and 2100 to support the engaging learning programs; transportation services for safe passage home from the school site is \$12,495.00 indicated in code 2700. Net administrative costs will not exceed 10% of the total grant award; the proposed budget shows a total of \$30,944.98 (9.28% of the total award) in designated function code 2230 (excludes audit, bond, background checks, and indirect costs). External evaluation services will not exceed 3% of the award and are budgeted at only 2.65% of the total award for a total of \$8,850 per year. BGCL will be the lead fiscal agent in charge of this project; designated reserve dollars have been identified and documented as identified in this application to use for the initial three-month guaranteed program launch while the agency awaits reimbursement.

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

The HESA's high-quality program design will benefit (85) students and their parents/guardians in the afterschool and summer programs. All costs including major costs indicated in the Budget Summary are reasonable and necessary in relation to the number of students to be served, the quality of contact services, and essential program implementation supplies in that the total budget for year one is \$333,375.00. The average cost per student is \$3,922.06 for one full year. When considering the (713) annual hours of quality contact time provided by BGCL, this cost translates to roughly \$5.50 per student per hour. When considering that the program operates for (59) hours a month over (12) months, this rate amounts to approximately \$324.50 per student/per month. The cost-effectiveness of our Success Academy, just based on the dollar amount per student, is remarkable on its own. However, when we consider the potential life-changing outcomes for these students, it becomes truly awe-inspiring.

All expenses will be reviewed using the state DOE and Federal EDGAR guidelines and will follow the 21st CCLC Non-Regulatory Guidance to ensure appropriateness and to determine if the expenditures are reasonable and necessary. HESA's project scope and anticipated outcomes include (100%) of the (85) students receiving high-quality after-school and summer school academic improvement and enrichment services. In this budget narrative, the emphasis is on justifying the major costs linked to the specified goals. For Goal # 1, the major costs include tutor salaries and program personnel. The assertion is that these costs are deemed reasonable when considering both the number of students served (85) and the anticipated outcomes of the program. These costs will allow for a 1:10 academic staff-to-student ratio, a 1:15 enrichment staff-to-student ratio, and adequate aides to assist the (85) students. Furthermore, the quantities and quality of program supplies and field trips will contribute significantly to achieving the desired results by facilitating informative and captivating educational activities. For Goal # 2, the major costs include program supplies and personnel. The quantity and quality of program supplies will provide essential resources for activities like interactive exercises, group activities, and projects that foster emotional intelligence, communication skills, and teamwork. Moreover, the number of staff members will enable smaller group sizes, providing students with increased individualized attention. For Goal # 3, the major costs include personnel, such as the Parent Coordinator, and program supplies. Having a Parent Coordinator allows for effective and consistent communication with the parents of the 85 students. The quantity and quality of program supplies will contribute by facilitating engaging and informative parent activities. As outlined, all budgeted costs are directly linked to program activities that will result in the above outcomes. The budget is deemed reasonable because it is proportionate to the number of students the program intends to serve and aligned with the stated goals. The costs have been calculated with the student population and the goals in mind, ensuring that resources are allocated appropriately.

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

The 21st CCLC funding will supplement and not supplant other federal, state, and local funds. While HESA is not currently operational, it has been thoughtfully designed in response to pressing community needs identified through extensive assessments, and its implementation plan is firmly grounded in BGCL's established infrastructure and expertise. Preliminary financial planning has been completed, and key partnerships, including support from the Georgia Alliance of Boys & Girls Clubs, are already in place to ensure the program's success and sustainability. 21st CCLC funds will allow the program to open and serve the identified needs of the student population. Once operational, the program will be supported by our organization's general operating funds, which are primarily comprised of contributions from local donors, as well as limited and small grants from the

Georgia Alliance of Boys & Girls Clubs and the Georgia Power Foundation. The Georgia Alliance grant will provide supplemental funding for general operating expenses, such as employee benefits. The Georgia Power Foundation grant will provide supplemental funding for items such as program supplies. These funds, while foundational, are not sufficient to address the comprehensive academic, social-emotional, and enrichment needs of the targeted students. The 21st CCLC funding will enable the launch of HESA by covering critical components such as tutors, contracted enrichment instructors, enhanced enrichment activities, and staff, which existing funds cannot support. These critical enhancements would not be possible without the supplemental support of 21st CCLC funds. By leveraging 21st CCLC funding to expand programming and enhance student outcomes, HESA will ensure that this federal support supplements—rather than replaces—existing federal, state, local, and non-federal funding sources. This approach guarantees that 21st CCLC funds will be used to create new opportunities and services that address identified gaps in academic achievement and social-emotional development, aligning with the program’s mission to support student success.

BGCL is committed to transparent financial reporting and has implemented strategies to clearly demonstrate both the supplementation and non-supplantation of federal funding. Through meticulous budget breakdowns, we illustrate how federal funding is allocated to specific programs while showcasing a diverse funding portfolio that includes private donors, foundations, corporate sponsors, and community contributions. The record of grant applications and awards provides transparency regarding our engagement with federal agencies. We actively seek collaborations with other nonprofits, local governments, and community organizations, emphasizing partnerships that contribute additional resources beyond federal funding.

Our annual reports and project updates incorporate narrative descriptions, anecdotes, testimonials, and success stories to convey the broader impact of our work, showcasing how federal funds enhance specific aspects of our initiatives without fully covering all expenses. Furthermore, our organization diligently complies with all federal regulations, ensuring responsible and ethical use of federal funds to maximize our positive impact on the community. Additionally, BGCL is committed to the program's success through our in-kind utilization of existing employees in the finance department to support services. BGCL employs a full-time Chief Executive Officer, Operations Administrator, and has three employees devoted to fiscal management and audit requirements. BGCL's audit through our external contracted CPA firm will document the use of funds through our audited financial statements. The Governance Board also reviews the expenditures at each meeting. The total requested amount for the FY 2026 grant year is \$333,375.00. The detailed budget form is included in this proposal. Descriptions of expenditures by function code are listed and identified in the budget details section of this application.

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

The positions, designed to ensure adequate staff-to-student ratios and quality program implementation include the Program Director, Site Coordinator, Youth Development Professionals, a Special Education YDP, Parent Coordinator, Data Clerk, certified tutorial instructors, and contracted enrichment instructors. The salaries are reasonable, necessary, consistent with the demographic area as supported in the uploaded Compensation Report and adhere to BGCL's policies and procedures. The Compensation Report, a product of BGCA's partnership with JER Human Resources HR Group (a leading national compensation consultant), provides the guidance necessary to ensure compensation is administered in a manner that facilitates BGCL's ability to attract and retain the staff needed to fulfill its objectives. The report, which is utilized by BGCL's CEO and Human Resources Department in determining pay ranges, ensures that salaries and wages are commensurate with comparable organizations in the community.

f. If the applicant plans to implement a program income system, provide a detailed description of the program income system that will be implemented including purpose and costs.

BGCL does not plan to implement a program income system for the Habersham Elementary Success Academy program.

Additional required statements:

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

As a non-LEA applicant receiving 21st CCLC funds for FY 26, if we are awarded funding, BGCL will maintain the current fidelity bond in the amount of 25% of the annual award in favor of GaDOE to ensure BGCL's performance under the grant.

Also, as a non-LEA applicant receiving 21st CCLC funds for FY 26, if we are awarded funding, BGCL will maintain the current insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage.

Because BGCL is the recipient of more than one grant, we have increased the general liability by \$250,000 for each grant with a cap of \$2,000,000.

*(Word count is 2285)*

WORKING CAPITAL ANALYSIS WORKSHEET  
2025-2026

Applicant Name: Boys & Girls Club of Lanier

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

Date of most recent audit:	April 22, 2024
Cash and cash equivalents*	\$ 4,498,852.00

Calculation of recommended working capital requirement:

Proposed annual budget of the 21st CCLC program	\$ 333,375.00
Number of months of operation (including summer, if applicable)	12
Estimated monthly working capital requirement	\$27,781.25
Necessary working capital for 3 month period	\$83,343.75

Results:

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

FY26 RFA Budget Details For Year 1 (FY26)

**Program name:** Habersham Elementary Success Academy

**Fiscal agent name:** Boys & Girls Club of Lanier

**Budget updated on (date):** 12/13/2024

					Sum:	\$333,375.00	Maximum Amount Allowed: \$333,375.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2026	1000 / 110	1000	110	8	\$5,512.50	\$44,100.00	Afterschool: 8 certified teachers/tutors providing math & reading tutoring activities @ \$35/hr at for 4.5 hours per week x 35 weeks to meet the 1:10 ratio.
2026	1000 / 200	1000	200	8	\$843.41	\$6,747.28	Tutor benefits 15.3% (afterschool program)
2026	1000 / 110	1000	110	8	\$1,400.00	\$11,200.00	Summer: 8 certified teachers/tutors providing math & reading tutoring activities @ \$35/hr for 8 hours per week x 5 weeks to meet the 1:10 ratio.
2026	1000 / 200	1000	200	8	\$214.20	\$1,713.60	Tutor benefits 15.3% (summer program)
2026	1000 / 110	1000	110	1	\$11,100.00	\$11,100.00	Afterschool & Summer: 1 Lead Tutor @ \$40/hour for 6.5 hours/week x 35 weeks for afterschool program and 10 hours/week x 5 weeks for summer program to meet the 1:10 ratio.
2026	1000 / 200	1000	200	1	\$1,698.29	\$1,698.29	Lead Tutor benefits 15.3%
2026	1000 / 140	1000	140	6	\$11,520.00	\$69,120.00	Afterschool: 6 Youth Development Professionals (YDP) @ \$16.00 p/hour for 20 hours/week x 36 weeks to meet the 1:15 ratio.
2026	1000 / 200	1000	200	6	\$1,762.56	\$10,575.36	YDP benefits 15.3% (afterschool program)
2026	1000 / 140	1000	140	6	\$3,648.00	\$21,888.00	Summer: 6 Youth Development Professionals (YDP) @ \$16.00 p/hour for 38

							hours/week x 6 weeks to meet the 1:15 ratio.
2026	1000 / 200	1000	200	6	\$558.14	\$3,348.84	YDP benefits 15.3% (summer program)
2026	1000 / 140	1000	140	1	\$10,080.00	\$10,080.00	Afterschool Program: 1 Special Education Youth Development Professional (YDP SPED) @ \$28.00 p/hour x 10 hours/week x 36 weeks to meet 1:5 ratio.
2026	1000 / 200	1000	200	1	\$1,542.24	\$1,542.24	YDP SPED benefits 15.3% (afterschool program)
2026	1000 / 140	1000	140	1	\$2,520.00	\$2,520.00	Summer Program: 1 Special Education Youth Development Professional (YDP SPED) @ \$28.00 p/hour x 15 hours/week x 6 weeks to meet 1:5 ratio
2026	1000 / 200	1000	200	1	\$386.56	\$386.56	YDP SPED benefits 15.3% (summer program)
2026	1000 / 300	1000	300	1	\$10,500.00	\$10,500.00	Afterschool: 3 Enrichment Instructors at \$50/hr for 2 hours/week x 35 weeks to teach art, music, dance, drama, STEM, and other programs decided by program director to meet the 1:15 ratio.
2026	1000 / 300	1000	300	1	\$2,250.00	\$2,250.00	Summer: 3 Enrichment Instructors at \$50/hr for 3 hours/week x 5 weeks to teach art, music, dance, drama, STEM, and other programs decided by program director to meet the 1:15 ratio.
2026	1000 / 610	1000	610	1	\$9,000.00	\$9,000.00	General Materials for academic assistance & enrichment classes supplies for general afterschool program to include games; spiral notebooks/writing journals, paper,

							pencils, markers, crayons, glue ; Art Enrichment Supplies: Photo Paper, ink, matting board, paper, etc., Ceramics - clay and tools, paint, charcaol pencils, easels, canvas, brushes, etc.
2026	2100 / 177	2100	177	1	\$15,312.50	\$15,312.50	Afterschool Program: 1 Parent Coordinator at \$17.50 per/hour x 25/hrs week x 35 weeks
2026	2100 / 200	2100	200	1	\$2,342.81	\$2,342.81	Parent Coordinator benefits 15.3%
2026	2100 / 177	2100	177	1	\$3,045.00	\$3,045.00	Summer Program: 1 Parent Coordinator at \$17.50 per/hour x 29/hrs week x 6 weeks plus 2 week planning session/registration session
2026	2100 / 200	2100	200	1	\$465.89	\$465.89	Parent Coordinator benefits 15.3%
2026	2100 / 191	2100	191	1	\$22,050.00	\$22,050.00	Afterschool and Summer: 1 Site Director @ \$21/hr x 25 hours/week x 42 weeks to oversee the full operations, day-to-day activities of the club.
2026	2100 / 200	2100	200	1	\$3,373.65	\$3,373.65	Site Director benefits (15.3%)
2026	2100 / 610	2100	610	10	\$180.00	\$1,800.00	Supplies for 10 family events and parent services including Family Night, Lights On Afterschool, Parenting Classes, Family Dinner/Read Nights, Financial Planning classes, Literacy classes, etc. Supplies include paper products, light nutritional snack, coolers, games, movies, table/chair/tent rental @ average \$180/per event. Snack not exceed \$3.50/person.
2026	2100 / 810	2100	810	9	\$1,200.00	\$10,800.00	Academic based field trips to locations like: Tellus Science Museum, GA



							Aquarium, Fernbank Museum, Junior Achievement Discovery Center, Wild Animal Safari, Center for Puppetry Arts, Atlanta Botanical Gardens, Elachee Nature Center, Young Chefs Academy, All field Trips Must Be Pre-Approved
2026	2230 / 142	2230	142	1	\$15,312.50	\$15,312.50	Afterschool Program: 1 Data Clerk at \$17/hr x 25/hrs week x 35 weeks
2026	2230 / 200	2230	200	1	\$2,342.81	\$2,342.81	Data Clerk benefits 15.3%
2026	2230 / 142	2230	142	1	\$3,045.00	\$3,045.00	Summer Program: 1 Data Clerk at \$17.50/hr x 29/hrs week x 6 weeks plus 2 week planning session/registration session
2026	2230 / 200	2230	200	1	\$465.89	\$465.89	Data Clerk benefits 15.3%
2026	2230 / 190	2230	190	1	\$7,778.78	\$7,778.78	Program Director allocated evenly amongst all 21CCLC clubs, monitoring and supervising activity at all locations accordingly. Currently 7 21CCLC clubs
2026	2230 / 200	2230	200	1	\$1,400.00	\$1,400.00	Program director benefits (18%)
2026	2230 / 332	2230	332	15	\$55.00	\$825.00	Background checks: National & State background checks for staff, tutors, enrichment instructors, and other contractors, volunteers
2026	2230 / 520	2230	520	1	\$300.00	\$300.00	Cost of surety bonds as required by DOE
2026	2230 / 610	2230	610	1	\$600.00	\$600.00	General office supplies: paper, printer, printer ink, pens, staples/stapler, file folders, post-it notes, flip chart paper/easels, etc.
2026	2213 / 300	2213	300	1	\$3,000.00	\$3,000.00	BESSI Lab LLC Consulting Services

2026	2700 / 511	2700	511	1	\$8,000.00	\$8,000.00	LEA Transportation
2026	2700 / 519	2700	519	1	\$4,495.00	\$4,495.00	Field trip transportation, gas, buses, & bus drivers
2026	2900 / 300	2900	300	1	\$8,850.00	\$8,850.00	Evaluation services for the grant program not to exceed 3% of grant award

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

		Year 1 (FY26)		Year 2 (FY27)		Year 3 (FY28)		Year 4 (FY29)		Year 5 (FY30)	
Maximum Amount Allowed		\$333,375.00		\$333,375.00		\$333,375.00		\$300,037.50		\$266,700.00	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$217,770.17	65.32	\$217,770.17	65.32	\$217,770.17	65.32	\$195,993.15	65.32	\$174,216.14	65.32
2100	Pupil Services	\$59,189.85	17.75	\$59,189.85	17.75	\$59,189.85	17.75	\$53,270.86	17.75	\$47,351.88	17.75
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$3,000.00	0.9	\$3,000.00	0.9	\$3,000.00	0.9	\$2,700.00	0.9	\$2,400.00	0.9
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$32,069.98	9.62	\$32,069.68	9.62	\$32,069.68	9.62	\$28,862.98	9.62	\$25,655.98	9.62
2300	General Administration (for Federal Indirect Cost)	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2500	Support Services - Business	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2600	Maintenance and Operation of Plant Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2700	Student Transportation	\$12,495.00	3.75	\$12,495.00	3.75	\$12,495.00	3.75	\$11,245.00	3.75	\$9,996.00	3.75
2900	Other Support Services	\$8,850.00	2.65	\$8,850.00	2.65	\$8,850.00	2.65	\$7,965.00	2.65	\$7,080.00	2.65
Total		\$333,375.00		\$333,375.00		\$333,375.00		\$300,037.00		\$266,700.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	276,960.02	83.07	276,960.02	83.07	276,960.02	83.07	249,264.01	83.07	221,568.02	83.07
	Administrative Expenses (2230, 2300 and 2500)	32,069.98	9.62	32,069.68	9.62	32,069.68	9.62	28,862.98	9.62	25,655.98	9.62
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	\$825.00	0.25	\$825.00	0.25	\$825.00	0.25	\$742.50	0.25	\$660.00	0.25
2230/520	Surety bond	300.00	0.09	\$300.00	0.09	\$300.00	0.09	\$270.00	0.09	\$240.00	0.09
2300/880	Indirect costs	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
	Sub-Total	\$1,125.00	0.34	\$1,125.00	0.34	\$1,125.00	0.34	\$1,012.50	0.34	\$900.00	0.34
	Net Administrative Expenses	\$30,944.98	9.28	\$30,944.68	9.28	\$30,944.68	9.28	\$27,850.48	9.28	\$24,755.98	9.28
2900/300	External Evaluation expense	\$8,850.00	2.65	\$8,850.00	2.65	\$8,850.00	2.65	\$7,965.00	2.65	\$7,080.00	2.65

**Validations:**

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

## Supporting Budget Documents

### a. Wages

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

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

CBO/Non-LEA applicants currently operating a 21st CCLC program in FY25 are not required to include the financial audit and financial statements with their applications.

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

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\\_20.pdf](#)

Audit and Financial Statements

Download a copy of [Boys&G\\_financials\\_20.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 FY25 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 FY25?  Yes  No

As a Non-LEA applicants currently operating a 21st CCLC program in FY25, 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: Habersham Elementary Success Academy

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

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

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

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

#### **A. History of Success:**

As a charter member of the Boys & Girls Clubs of America, Boys & Girls Clubs of Lanier (BGCL) has over 70 years of experience serving youth through high-quality, targeted programming. We've consistently expanded our reach through data-driven needs assessments, evolving to become a trusted, vital resource for children, youth, and families in our community. This solid foundation underscores BGCL's long-standing commitment and proven ability to manage programs that support academic, social, and emotional growth.

Since receiving our first 21st CCLC grant in 2012, BGCL has grown significantly. Our staff has expanded from 37 to 195, our volunteer base has increased from 280 to 400, and our service area has expanded from one county with eight clubs serving 1,625 students to three counties, now reaching 2,852 members across 20 clubs. Our record of sustained growth and successful grant management underscores our capacity to operate and expand out-of-school programming with documented impact on youth outcomes.

During the 2023 – 2024 school year, BGCL operated 6 successful 21st Century Community Learning Center programs. Our efforts yielded impressive results. These are the results of one of the programs:

69% of students improved in language arts,

73% improved in math,

83% increased homework completion,

78% improved in class attendance and participation, and

56% of parents became more actively involved in their child's education by connecting with teachers and school staff.

These outcomes were achieved through certified and trained personnel who delivered a blend of extended academic support, enrichment activities (like culinary arts and organized physical fitness), SEB-focused initiatives, and family engagement events. Additionally, we creatively implemented strategies designed to boost the experience and participation of our students and their families.

Whether through our 21st CCLC initiatives or other funded after-school programs, our success is consistently reflected in feedback from members. Annual surveys of our Club participants reveal:

87% of members earn mostly As and Bs on their report cards,

91% of members enjoy learning new things,

100% of member engage in physical activity for at least an hour on three or more days per week, and

94% of Club members believe that if they do their best, they can do most things.

These powerful affirmations illuminate the profound impact BGCL has on the lives of our members, illustrating that beyond the numbers, our success lies in the tangible, positive transformations experienced by every individual who walks through our doors.

With a proven history of operating 21st CCLC programs, BGCL is uniquely qualified to deliver a program that will not only address academic and developmental needs but will also yield measurable improvements in student achievement and family engagement. Our long-standing commitment to excellence in youth development is reflected in our outcomes and our community's trust in our services.

**B. Evidence of Best Practices and Research to Complement and Enhance Academic Performances/How the Program Will Offer Virtual Digital Learning in event of School Closures:**

BGCL, in collaboration with the Habersham County School District, Baldwin Elementary School, Hazel Grove Elementary School, and Woodville Elementary School will serve 85 K-5th grade students for the after-school and summer programs, with rising 6th graders included in the summer program. We have identified and outlined 3 clear goals, with 3 objectives to measure each goal, in response to identified student needs, detailed in the following Program Goals and Measurable Objectives Section. To meet students' needs and help them achieve these goals, BGCL employs several evidence-based practices and programs that enhance academic performance, positive youth development, and family engagement.

**Whole Child Model:** Just like the Georgia Department of Education supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the state-adopted standards in support of a balanced curriculum for the whole child, BGCL's programs are grounded in the Whole Child Framework. This model, endorsed by reputable organizations such as the CDC, integrates health and learning to promote student well-being through a holistic approach. While the Whole Child model is informed by evidence-based practices across its domains, such as health education, safe learning environments, and family engagement, the overall research base supporting its efficacy as a standalone framework is still growing. However, its alignment with best practices and its domain-specific evidence-based strategies bolsters its credibility (Centers for Disease Control, n.d.).

We implement the Whole Child model by ensuring that 1) each student enters school healthy and learns about and practices healthy lifestyles, 2) each student learns in an environment that is physically and emotionally safe for students and adults, 3) each student is actively engaged in learning and is connected to the school and broader community, 4) each student has access to personalized learning and is supported by qualified, caring adults, and 5) each student is challenged academically and prepared for success. We ensure these tenets are met by identifying needs, selecting appropriate interventions, planning implementation, and evaluating outcomes. Additionally, our effective leadership, coherent instruction, professional capacity, supportive learning environments, and family and community engagement contribute to the process. By prioritizing these five core pillars, our aim is for Club members to emerge as well-rounded individuals equipped with the skills, knowledge, and values necessary for a successful and purposeful future.

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

representation, and expression. The community strategies that extend beyond Club walls to a child's broader ecosystem and elevate Project Learn's impact include partnering with schools and engaging families and caregivers.

#### Academic Outcomes Evidence:

Project Learn was rigorously evaluated and the study found positive outcomes. Extensively field-tested and formally evaluated by Columbia University, Project Learn has been proven to boost the academic performance and engagement of Club members. Participants in this study had significantly better academic outcomes than Club youth who did not participate in Project Learn and non-Club youth, specifically: 11% increase in overall Grade Point Average (GPA), 13% increase in math GPA, 22% increase in spelling GPA, 5% increase in reading GPA, 66% decrease in number of days absent from school, and 87% fewer missed school days, when compared with non-Club youth (Schinke, Cole & Poulin, 2000; Schinke, Cole & Poulin, 1998).

A longitudinal study published by Seitz, Khatib, and Kuperminc (2022) from the BGCA national evaluation linked youth-perceived program quality to increased school engagement and self-reported academic expectations. Key findings showed that students with positive program experiences had greater perceived school value over time and improved self-reported grades. Additionally, gains in program engagement predicted gains in these academic metrics, confirming that well-structured programs foster sustained academic growth for participants.

A study of more than 10,200 Boys & Girls Club members in Washington state found that Club members were 36% less likely to be chronically absent when compared to students across the state. Members who attended the Club frequently (on average, two or more times per week) were 55% less likely to be chronically absent (Cole, 2016).

A 2015 randomized control trial of Boys & Girls Clubs' Summer Brain Gain's modules for elementary youth found that participants had more gains in math compared to non-participants. In addition, younger participants (rising in grades 1 to 3) showed significant gains in early literacy, and older participants (rising in grades 4 to 5) experienced no significant learning loss in math and reading (Scuello and Wilkins, 2016).

Evidence for Social Emotional Behavioral Development in Clubs: Boys & Girls Club programs place a high priority on social-emotional-behavioral learning (SEB) as part of their core outcomes: Academic Success, Healthy Lifestyles, and Good Character and Citizenship. Each program area integrates research-backed SEB principles, with activities that are sequenced, active, and explicitly focused on skill-building. Guerra and Bradshaw's research (2008) highlights that SEB programs are most effective when they use a coordinated and skill-targeted approach—practices that are embedded within Boys & Girls Club programs to foster SEB skills across all ages and backgrounds.

#### SEB Outcomes Evidence:

SMART Moves Program Gains: Evaluations of Boys & Girls Clubs' SMART Moves program reveal strong social-emotional and decision-making skill gains. Youth who complete both the Emotional Wellness (social-emotional) and Core (healthy decision-making) components experience up to three times greater skill growth in grades 3-5 and nine times greater growth in grades 6-8 than those completing only the Emotional Wellness component. Engagement and positive connections with peers and adults are closely linked to these gains (Kuperminc et al., 2023).

Impact on Graduation Rates: Data from the National Youth Outcomes Initiative (NYOI) shows that Boys & Girls Club members with strong SEB skills are more likely to stay on track for graduation. Youth with well-developed problem-solving skills are 9% more likely to be on track to graduate, while those with strong perseverance skills are 19% more likely. (Boys & Girls Clubs of America, 2019).

Self-Awareness and Self-Management: In 2023, 90% of Club members ages 6-18 reported understanding their emotions, while 89% recognized how their emotions affect their actions. Furthermore, 81% of members reported an ability to stay calm under stress, and 87% reported knowing strategies to help calm themselves. (Boys & Girls Clubs of America, 2023).

Goal-Setting and Resilience: Also in 2023, 95% of Boys & Girls Club members expressed a belief in their ability to achieve goals through effort. Additionally, 86% reported setting step-by-step plans for achieving their goals, and 86% take actionable steps to reach them. (Boys & Girls Clubs of America, 2023).

Responsibility and Decision-Making: Members demonstrate strong responsibility skills, with 82% considering potential outcomes before making decisions and 85% taking into account how their actions impact others. (Boys & Girls Clubs of America, 2023).

Problem-Solving and Resilience: Among Club members, 92% reported learning from mistakes to



improve, 86% discuss challenges with others to gain insight, and 90% encourage themselves to improve. Additionally, 88% can identify multiple solutions to problems, and 90% actively work to find solutions when faced with challenges. (Boys & Girls Clubs of America, 2023).

Evidence for Physical Activity Improvements in Clubs: Boys & Girls Clubs' Triple Play program – which has several components designed to teach youth of all ages how to eat healthy, be physically active and form positive relationships – leads to positive outcomes. In a study of the program, participants ages 6 to 18 engaged in an average of 10 minutes more a day of physical exercise than non-participants. By the end of the study, 35% of Triple Play youth reported engaging in vigorous activity for an hour or more five days a week, in contrast to non-participants, who reported no change in vigorous physical activity. (Gambone, Akey, & Furano, 2009).

Boys & Girls Clubs' Triple Play program, designed to teach youth of all ages how to eat healthy, be physically active and form positive relationships, has a positive impact on young people's eating behaviors. In a study of the program, 51% of Club members who participated made improvements to their eating habits, compared to 21% of control group youth; and 52% of program participants ate breakfast more often by the end of the study, compared to 38% of control group youth. (Gambone, Akey, & Furano, 2009).

Evidence for Family Engagement: Research underscores the importance of family engagement for positive youth outcomes, and our program actively incorporates strategies proven to support families effectively. Weiss and Brigham (2003) highlight the importance of family involvement in after-school programs, showing that engagement strategies such as consistent communication with families, direct family support services, and structured involvement opportunities for parents improve program outcomes. Weiss and Brigham (2003) identify three key family engagement goals that form a solid foundation for fostering family support:

1. **Support for Children's Learning:** This involves helping families positively influence children's academic and social development by increasing parent engagement in educational activities. Our program facilitates open communication between families, schools, and our programs to keep parents informed and involved in their children's progress both in and outside the classroom. By building this bridge, we help families actively support their children's learning.
2. **Support to Families:** We provide direct support services such as English as a Second Language (ESL) classes, literacy training, and social events that strengthen family relationships. This approach not only enhances parents' capacities but also promotes positive interactions between parents and children within the program setting and beyond. By hosting family-centered events, we encourage parents to engage with their children in activities that foster both learning and relationship-building.
3. **General Parent Involvement:** Programs that encourage parents to take active roles—whether through volunteering, assuming leadership positions, or simply supporting program goals—are critical to long-term program success. Our program integrates all three of these proven strategies, which are shown to foster stronger family connections and enhance the impact of our services on student development.

By addressing all three of these goals, our program aligns with best practices for family engagement and provides a holistic support system for both youth and their families. This approach is associated with improved student outcomes, stronger family relationships, and a positive community impact, all critical elements in achieving our program's goals.

In the event of School Closures - Alternative Program Delivery Methods: In the case of extended school closures, our program will continue to provide seamless services by transitioning to alternative delivery methods that support both academic and social-emotional learning. The model will include a mix of on-site, reduced capacity services and fully virtual programming, ensuring that youth can remain engaged and supported, regardless of location. The following outlines the various strategies and tools we will use:

1. **On-Site at Reduced Capacity:** When possible, on-site programming will be offered for a reduced number of students. Strict social distancing and health protocols will be adhered to, ensuring that students have access to a safe environment for both academic support and enrichment activities. This approach helps mitigate the risks associated with large gatherings while maintaining the continuity of services for students who need it most. Note: Services may not be an option for programs housed in-school buildings.
2. **Virtual Programming:** In the event that on-site services are not feasible, all Club programs will be fully transitioned to a virtual platform. Utilizing Zoom as the primary tool, we will offer online academic support, enrichment activities, and social-emotional learning programs. Specific academic supports such as online tutoring will be available during designated academic program hours, with additional sessions by appointment. These sessions will address gaps in reading, math, and other core subjects. In addition, virtual enrichment activities will include social-emotional workshops, arts programming, and family engagement activities that align with the goals of positive youth

development. Members are required to sign-in for all online program activities. Parents/Guardians should also review our Acceptable Usage Policy, which outlines the rules and guidelines for appropriate behavior and safety during virtual interactions.

a. Zoom Features for Enhanced Engagement: To maximize engagement and interactivity, we will use Zoom's breakout room feature for small group learning and discussion, as well as interactive tools like polls and whiteboards. This ensures that students have opportunities for both independent and collaborative learning experiences. Students will also be encouraged to participate in virtual discussions and activities designed to build their academic, emotional, and social skills.

3. Cybersecurity/Student Privacy: The privacy and security of student information is a top priority. BGCL follows the virtual programming guidance from BGCA to ensure the protection of youth data and confidentiality during virtual sessions. Key measures include:

a. Controlled Access: Meeting invitations will be sent directly to parents or guardians, ensuring that only approved individuals are able to access sessions.

b. Data Protection: Students' personally identifiable information, such as email addresses and phone numbers, will not be shared or stored in virtual platforms. The use of social media or mobile numbers will be prohibited within the virtual programming.

c. Participant Settings: Program staff will disable functions like recording, private chat, and screen sharing for participants to safeguard against the unintended dissemination of personal information. Additionally, all session chat logs will be saved and reviewed by staff to ensure that interactions remain appropriate and secure.

By leveraging these tools and practices, our program will ensure that students continue to receive high-quality, safe, and secure learning opportunities in the event of school closures. These strategies are designed to not only maintain continuity in education but also to foster a sense of connection and community among students, parents, and program staff.

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

Our program provides a comprehensive, research-based approach to enhancing student performance in reading, language arts, and math, integrated with social-emotional-behavioral learning (SEB) and physical health. Activities are youth-centered, engaging, and designed to complement, not duplicate, in-school instruction. We selected these activities based on their alignment with the needs identified in our assessment and the evidence of their effectiveness. The program's operational plan ensures alignment with the Georgia Standards of Excellence (GSE), addressing critical academic and SEB needs. By fostering positive relationships and offering high-quality enrichment, we will improve academic and personal development. Family engagement is a cornerstone of our approach, with workshops, literacy nights, and volunteer opportunities fostering collaboration between families, schools, and the community.

Academic Programs:

Our daily academic support is designed to improve student achievement through a structured, multi-faceted approach. Each day includes homework assistance, targeting the low homework completion rates identified in the needs assessment. For students without homework, the Power Hour program engages them in structured, interactive activities that reinforce classroom learning. High-Yield Learning Activities (HYLAs), such as small-group projects and peer collaboration, make academic concepts engaging and practical. For example, students might work in teams to create a "story map" using visual elements to illustrate the key components of a text, such as setting, characters, and plot. This activity aligns with GSE: ELAGSE3RL3 (Grade 3 Reading Literature), which emphasizes describing characters and events in a story and explaining how they contribute to the plot. Research indicates that small-group learning and peer collaboration improve retention and understanding (Fredericks et al., 2004).

Small group tutoring sessions in reading, math, and language arts are tailored to individual student needs, utilizing evidence-based methods aligned with the Georgia Standards of Excellence (GSE). For example, guided reading sessions build phonics and comprehension skills, while math problem-solving challenges help students develop fluency in core operations. Activities like interactive literacy games and math-focused group tasks ensure concepts are taught in a hands-on, engaging manner. For example:

Reading: Younger students practice phonics and decoding strategies to develop foundational literacy skills, aligning with standards such as ELAGEKRF3 (Kindergarten Foundational Skills) and ELAGSE1RF3 (Grade 1 Foundational Skills). These standards emphasize understanding letter-sound relationships and decoding regularly spelled words. Older students focus on comprehension

and critical thinking, analyzing texts in line with standards like ELAGSE4RL2 (Grade 4 Reading Literature), which involves determining themes and summarizing texts, and ELAGSE5RI3 (Grade 5 Reading Informational Text), which emphasizes explaining relationships and interactions between concepts in informational texts.

Math: Students engage in problem-solving activities designed to build fluency and mastery of mathematical concepts. For younger students, this aligns with standards such as MGSE1.OA.6 (Grade 1 Operations and Algebraic Thinking), which involves adding and subtracting within 20 using mental strategies. For older students, problem-solving tasks align with MGSE4.NBT.5 (Grade 4 Numbers and Operations in Base Ten), which emphasizes multiplying multi-digit numbers using various strategies, and MGSE5.NF.2 (Grade 5 Numbers and Fractions), which involves solving word problems with fractions. These activities provide a hands-on approach to mastering equations and understanding mathematical relationships.

To combat summer learning loss as identified in the needs assessment, BGCL's evidenced-based Summer Brain Gain program (described in the previous section) uses thematic, project-based learning to engage students in meaningful academic activities. For literacy, students write and perform short plays to develop narrative writing skills, aligning with ELAGSE3W3 (Grade 3 Writing), ELAGSE4W3 (Grade 4 Writing), and ELAGSE5W3 (Grade 5 Writing). These standards emphasize writing sequenced narratives using descriptive details, clear event structures, and proper grammar and punctuation. For math, students engage in project-based math activities like "Designing a Theme Park," where they will create a blueprint for a park by calculating dimensions, budgeting costs, and planning attractions. This activity requires solving multi-step word problems involving addition, subtraction, multiplication, and division. It aligns with MGSE3.MD.8 (Grade 3 Measurement and Data), MGSE4.OA.3 (Grade 4 Operations and Algebraic Thinking), and MGSE5.NBT.7 (Grade 5 Numbers and Operations in Base Ten). By applying mathematical concepts to a creative, real-world scenario, students enhance their problem-solving abilities, collaborative skills, and understanding of key math standards in an engaging and meaningful way.

These programs and activities, along with other STEM-focused and project-based programs, directly address critical academic needs, including low homework completion rates, summer learning loss, and insufficient proficiency levels in reading, English/language arts, and math.

#### Social Emotional Programs:

To address identified needs such as disciplinary issues, disruptive behaviors, and bullying, our program integrates evidence-based social-emotional-behavioral learning (SEB) initiatives, including but not limited to the Smart Moves program. Smart Moves promotes skills like self-regulation, empathy, and conflict resolution through role-playing scenarios and decision-making exercises that promote self-regulation, empathy, and conflict resolution. For instance, students might work in small groups to act out conflict scenarios, such as resolving disagreements about shared responsibilities during a project. This activity aligns with Georgia Standards of Excellence in Health Education, including HE1.5 (Grade 1: Describe and practice decision-making steps for resolving conflicts), HE3.4 (Grade 3: Demonstrate effective verbal and non-verbal communication skills to enhance relationships), and HE4.5 (Grade 4: Apply strategies to manage emotions and behaviors in challenging situations). By engaging in these role-playing scenarios, students learn to identify and express emotions constructively, navigate conflicts effectively, and build healthier relationships. This program fosters a supportive environment where students can practice these critical skills, which translate into improved classroom behavior, stronger peer connections, and a more positive school culture.

Research underscores the connection between SEB and academic achievement. For example, Durlak et al. (2011) found SEB improves self-regulation, resilience, and interpersonal skills, enhancing classroom engagement. Additionally, creating a supportive, purpose-driven environment has been shown to reduce discipline problems and absenteeism while fostering academic success (Hamre & Pianta, 2005). This holistic approach not only aims to improve academic achievement but also helps reduce discipline problems and increase daily attendance, creating an inclusive and thriving learning environment.

To further support the SEB goals, we have partnered with BESSI Lab LLC, who has granted us access to their pre/post-tests from their research on Social, Emotional, and Behavioral (SEB) Skills. This collaboration will allow us to assess and track the development of 5 key SEB skills— self-management, social engagement, cooperation, emotional resilience, and innovation—across the students participating in our programs. BESSI Lab LLC will also provide consultation and feedback to help refine our SEB strategies and ensure that our programs target the five core SEB domains – time management, social engagement, cooperation, emotional resilience, and innovation.

#### Leadership Programs:

Leadership programs, including Youth of the Month and Torch Club, complement SEB initiatives by engaging students in community service, team challenges, and peer-led projects. In the Torch Club

leadership program, students may participate in a community service project, such as organizing a local clean-up or helping a local organization. Students will work in teams to plan, coordinate, and execute the project, fostering teamwork, responsibility, and civic engagement. This aligns with the Georgia Standards of Excellence SS1CG1 (Grade 1: Recognize the roles and responsibilities of community members) and SS2CG2 (Grade 2: Describe the roles and responsibilities of individuals within their community).

Research supports the efficacy of leadership programs in improving student outcomes. For instance, a study by Zaff et al. (2017) found that youth leadership programs contribute to the development of essential life skills, including problem-solving, self-regulation, and social skills, all of which are correlated with positive academic and behavioral outcomes. By increasing engagement and fostering a sense of belonging, these initiatives directly address absenteeism and disciplinary issues, which often stem from students' feelings of disconnection or lack of purpose. Programs that promote leadership and community involvement are also linked to improvements in school engagement and a reduction in disciplinary infractions (Eccles & Gootman, 2002).

By promoting leadership development through initiatives like Youth of the Month and Torch Club, our program directly addresses chronic absenteeism and behavioral challenges identified in the needs assessment. These leadership initiatives foster a sense of belonging, helping students feel more connected to their school and community, which is essential to reducing absenteeism and disciplinary issues. Moreover, by empowering students to take ownership of their behavior and learning, these programs contribute to a positive school culture, ultimately addressing the academic, social-emotional, and behavioral needs that place these students at risk.

#### Healthy Lifestyles Programs:

To address obesity rates and promote nutritional knowledge, our program features the evidenced-based Triple Play: Mind, Body, and Soul program (described in the previous section), a comprehensive health initiative that includes nutrition education, group sports, fitness challenges, and team-building activities to improve physical fitness. Nutrition education is delivered through interactive food-choice games and hands-on healthy snack preparation, addressing the lack of nutritional knowledge and obesity rates identified in the needs assessment. These activities align with Georgia Standards of Excellence (GSE) in Health Education, such as HEK.1 (Grade K) and HE1.2 (Grade 1), which emphasize recognizing healthy behaviors and understanding the link between nutrition and physical activity.

By integrating physical activity with nutritional education, Triple Play helps students develop lifelong habits that support physical health and academic success (Gambone, Akey, & Furano, 2009). Regular physical activity enhances cognitive function and emotional well-being, contributing to improved classroom performance and attendance (De Moor et al., 2006). These initiatives also strengthen teamwork and collaboration skills, creating an inclusive environment where students thrive socially and emotionally. This approach ensures students are equipped with the knowledge and habits needed to support both their academic and personal growth.

#### Creative Art and Enrichment Programs:

Our enrichment programs offer a diverse array of activities including but not limited to art projects, crafts, and jewelry making to yoga, providing students with constructive outlets that support their social-emotional development. These activities provide constructive outlets for students, supporting their social-emotional development and well-being. An example of an activity is an interactive mural project, where students collaboratively design and paint a mural that expresses a theme related to community or personal growth. These activities align with Georgia Standards of Excellence in Visual Arts, such as VA2.CR.1 (Grade 2) and VA3.CR.3 (Grade 3), which emphasize engaging in the creative process and using art to convey ideas and emotions. By encouraging active participation, these programs address students' social, emotional, and academic needs while promoting skills like problem-solving and resilience.

Engagement in creative activities has been shown to improve focus, reduce absenteeism, and mitigate behavioral challenges by providing students with meaningful ways to explore and express their identities (DeMoss & Morris, 2002). Through consistent opportunities for artistic exploration, students develop essential life skills that contribute to a supportive and inclusive learning environment, fostering personal growth and long-term success.

#### Family Engagement Programs:

Our program fosters family engagement by providing creative and meaningful opportunities for parents to actively participate in their child's educational journey. We offer creative and compelling opportunities for parents to actively participate in their child's learning journey. For example, our enrichment programs culminate in engaging capstone events, such as a sign language spelling bee, where students demonstrate their acquired skills. These events serve as platforms for parents to witness firsthand their child's academic progress and engage directly with the educational process.

We encourage parental attendance and participation, ensuring that families feel connected and empowered. To further enhance engagement, we offer parent workshops focused on academic support, including tools for assisting with homework, building advocacy skills, and developing SEB capabilities. These workshops, aligned with GSE standard HE1.4 (Health Education) which emphasizes the importance of family and community involvement in supporting students' physical and emotional well-being, address essential topics such as literacy, financial management, and nutrition, strengthening the home-school partnership. Additionally, quarterly parent-tutor conferences offer a platform for parents to discuss their child's progress, share insights, and collaborate with educators, further solidifying the connection between home and school. By incorporating these strategies, we aim to increase family support for student learning and create a supportive and inclusive environment for academic success.

All our program activities are rooted in research-based evidence and frameworks, which are proven to improve both academic and youth development outcomes. The resources, materials, and activities used within these programs are aligned with both the Georgia Standards of Excellence (GSE) and the Georgia After-school Youth Development Quality (GSYD) Programming Standards. This ensures that our activities are not only aligned with state educational expectations but also with best practices in after-school youth development, ensuring comprehensive support for both academic achievement and overall student success. Further details about the alignment with the GSE and GSYD are detailed later in the Program Goals section.

The program's hours and strategic implementation were chosen to provide maximum impact. Our program plan incorporates a rotating schedule of diverse activities, ensuring students remain engaged and avoiding redundancy. Providing a dynamic rotation of these experiences helps maintain student engagement by offering fresh and varied opportunities that align with their evolving interests. The diverse selection of programs, combined with strategic rotation throughout the year, ensures that students remain curious and motivated to participate, reducing the risk of boredom and fostering a sustained commitment to learning and personal growth. Activities are designed to ignite students' passions, aligning their interests with academic goals to foster a genuine love of learning. Research consistently shows that when youth find joy in learning and feel personally connected to their education, they are more likely to experience sustained academic achievement (Fredricks et al., 2004). Additionally, a focus on social-emotional principles helps manage behaviors, decrease discipline issues, and improve daily attendance, directly addressing needs identified in the assessment and supporting students' academic and social development. Activities are regularly assessed through pre/post assessments and teacher feedback, based upon measures of effectiveness and ensuring progress toward identified goals. Through these comprehensive and carefully structured programs, BGCL ensures every hour of engagement addresses students' academic, social, and physical needs. This intentional approach equips students with the tools to succeed academically and thrive personally, making every moment impactful and aligned with their overall development. By grounding our operations in evidence-based programs and frameworks and providing activities that are aligned with GSEs and tailored to community needs, we create a positive, purposeful educational experience that positions students for success.

How Program Activities are Connected to School District Improvement Plans/District's Strategic Plan:

As stated in the needs assessment, Habersham Elementary Success Academy (HESA) programming will support the targeted schools' improvement plans, including (1) increasing students' proficiency in literacy, (2) increasing students' achievement in Math, and (3) improving student attendance and discipline.

The HESA program's goals and design are intentionally aligned with the schools' and district's priorities to enhance student outcomes. By offering comprehensive social-emotional learning, the program directly supports the school's goal of improving student attendance and discipline. Additionally, with focused math and reading instruction, the program aims to close achievement gaps, helping students increase proficiency in literacy and numeracy. This strategic alignment ensures that the HESA program not only complements but strengthens the schools' broader educational objectives.

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

D.-G. Goals/Objectives/Target Population Activity Timeframe/Strategies:

These items are outlined and addressed in detail in the Goal's Narrative Sections and again in the Goals Chart that follows that narrative. The required directional responses are as follows:

D. Goals:

In both the following Goals designated Narrative Section and the Goals Chart Sections of this response, BGCL has identified (3) realistic and measurable goals. These Goals convey what BGCL will accomplish in our proposed 21st CCLC program.

E. Objectives: All 3 goals have more than the (2) required measurable objectives. The objectives are performance-based, challenging, innovative, and engaging. There is also a description of how they can/will be assessed throughout the program period.

F. Target Population Activity Timeframe: Our target population has been identified as K-5th grade students attending the targeted schools and we address the stated activities and how each activity will occur to address the identified needs of the target population and the timeframes that the activities will occur.

G. Strategies: Following the goals, objectives, target population, activities, and timeframes, we have listed the strategies to be used and how those activities and strategies incorporate the Georgia Standards of Excellence and the Georgia After-school Youth Development Quality Programming Standards.

#### References:

Schinke, Steven P., Kristin C. Cole, and Stephen R. Poulin. (2000). Enhancing the Educational Achievement of At-Risk Youth. *Prevention Science* 1(1):51–60).

Schinke, S.P., Cole, K.C., & Poulin, S.R. (1998). Project Learn: A program for promoting academic success. Carnegie Corporation of New York.

Seitz, K., Khatib, F., & Kuperminc, G. (2022). "Program Implementation and Outcomes: A Study of Youth Development Programs." *Journal of Youth and Adolescence*, 51(1), 51-65.  
<https://www.tandfonline.com/doi/full/10.1080/10888691.2021.1993855>

Guerra, N.G., & Bradshaw, C.P. (2008). Linking the Prevention of Problem Behaviors and Positive Youth Development: Core Competencies for Positive Youth Development and Risk Prevention. *New Directions for Child and Adolescent Development*, 122, 1-17)

Kuperminc, G.P.; Henrich, C.C.; Herrera, C. et al. (February 2023). "Evaluation of SMART Moves: Final Report on Program Implementation and Outcomes" (Georgia State University; University of Alabama at Birmingham and Herrera Consulting Group, LLC).

Boys & Girls Clubs of America. (2019). *Measuring the Impact of Boys & Girls Clubs: 2018 National Outcomes Report*. Atlanta, GA.

Boys & Girls Clubs of America, 2023 NYOI Member Survey.

Gambone, M.A., Akey, T.M., Furano, K., et al. (2009). *Promoting Healthy Living: Impact of Boys & Girls Clubs' Triple Play Program on Healthy Eating, Exercise Patterns, and Developmental Outcomes, Executive Summary* (Philadelphia: Youth Development Strategies, Inc.), <http://www.ydsi.org/ydsi/pdf/TriplePlayStudy-ExecutiveSummary-11-04-FINAL.pdf> .

Weiss, A. R., & Brigham, R. A. (2003). *The Family Participation in After-School Study*. Boston, MA: Institute for Responsive Education.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432.

Hamre, B. K., & Pianta, R. C. (2005). Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure? *Child Development*, 76(5), 949–967.

Cole, J. (2016). *Report on Chronic Absenteeism Comparing Boys & Girls Club Youth and Washington's General Student Population*. University of Washington for Boys & Girls Clubs of Washington State.

Scuello, M. and Wilkens, D. (April 2016). *Evaluating Summer Brain Gain: 2015 Study Report*, Prepared for Boys & Girls Clubs of America (New York: Metis Associates).

Centers for Disease Control. (n.d.). *Whole School, Whole Community, Whole Child*. Retrieved from <https://www.cdc.gov/healthyschools/wsc/index.htm>

DeMoss, K., & Morris, T. (2002). *The impact of arts education on workforce preparation*. National Arts Education Association.

Zaff, J. F., et al. (2017). Youth Leadership Development: Programs and Impacts on Young People.

Eccles, J. S., & Gootman, J. A. (2002). Community Programs to Promote Youth Development.

De Moor, M. H., et al. (2006). The effects of physical activity on mental well-being in adolescents: A systematic review. *Frontiers in Behavioral Neuroscience*.

*(Word count is 5951)*

## **Goals**

### **Program Goals/Objectives/Activities/Timeframes/Strategies:**

Habersham Elementary Success Academy's (HESA) three program goals are directly aligned with the gaps and needs previously identified in the specific needs section. They are addressed both in this narrative and outlined in the Goals, Objectives, Tools, Activities and Timeframe Table. We have defined at least one goal that addresses each of the mandated categories of 1) Student Academic Achievement, 2) Youth Development, and 3) Family Engagement. Each goal has 3 measurable objectives. Our goals and objectives are realistic and reasonable, yet challenging, achievable, measurable, performance-based, and can be assessed throughout the program year. The duties, responsibilities, and expectations of BGCL's staff are structured to ensure that our program achieves the goals outlined in our program plan. Our program activities, methods of measure, and timeline will be organized to directly meet the needs of the proposed targeted students.

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

**Goal # 1: Student Academic Achievement: Success Academy students will improve their Academic Performances and Achievements.**

Our measurable objectives include:

**Objective # 1:** 60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their ELA/reading grade from the first quarter to the third quarter of the academic year.

**Objective # 2:** 60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their mathematics grades from the first quarter to the third quarter of the academic year.

**Objective # 3:** 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will spend a minimum of 90 minutes per week receiving support with homework or other targeted academic support to ensure academic success during the academic year.

Objectives 1 and 2 will be measured by report card grades. Objective 3 will be measured by BGCL programmatic records.

Activities and Timeframes for Goal #1: Objectives 1 and 2 includes providing academic programs five days per week during the after-school program and four days per week on a rotating basis during summer; the provision of tutors three days per week throughout the year. Objective 3 includes providing homework assistance during the Power Hour program five days per week during the school year and the provision of tutors on three days per week during the after-school program.

Strategies – The Power Hour/Homework Help program provides resource-rich environments and introduces activities that build on what youth learn in school. The program provides time, a place, and support from qualified instructors in helping youth complete homework and develop the confidence necessary to increase academic achievement. In addition, participants will have daily access to technology for online assistance tools. This approach corresponds with the GSE in English Language Arts - Writing by guiding students in creating articulate and well-organized written assignments, ensuring their development, organization, and style are suitable for the given task, purpose, and audience. Research: Boys & Girls Clubs' academic enrichment experiences, such as high-yield learning activities and games, and support in the form of targeted tutoring and homework assistance help youth perform well academically (Schinke, Cole, & Poulin, 2000).

Strategies – Tutorial services will be provided to students in the core subjects of English Language Arts/Reading and Math. Materials presented to students will be based on individual needs reflective of their school-day benchmark assessments, teacher assessments, and/or GMAS scores in ELA/reading and math. Additionally, tutorials will be aligned with the school-based curriculum maps. The tutoring strategy involves personalized guidance and support to help learners grasp concepts, enhance skills, and achieve academic goals, actively engaging students through interactive activities, providing constructive feedback, and collaboratively setting goals. This strategy aligns



with the GSE in Math and English Language Arts - Craft and Structure by helping students develop skills and strategies needed to succeed in mathematics and by helping students determine the meaning of words and phrases as they are used in a text. Research: According to the California Research Bureau, California State Library, "Tutoring was particularly beneficial among youth from disadvantaged backgrounds, with learners showing greater than average gains in reading and math achievement and less absenteeism than nonparticipating counterparts".

Strategies – Academic programs, such as Summer Brain Gain and DIY STEM, provide students with a specialized curriculum to strengthen foundational skills in reading and math. These programs incorporate interactive activities that make learning enjoyable and integrate reading and math skills in practical contexts. For example, Summer Brain Gain uses engaging activities like reading-based scavenger hunts and math-focused problem-solving challenges that tie directly into real-life scenarios. By implementing these strategies, we can create a supportive and effective learning environment, leading to improved reading and math scores for participating students. This strategy aligns with the GSE Math standard by helping students develop skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration. Research: A 2015 randomized control trial of Boys & Girls Clubs' Summer Brain Gain's modules for elementary youth found that participants had more gains in math compared to non-participants. In addition, younger participants (rising in grades 1 to 3) showed significant gains in early literacy, and older participants (rising in grades 4 to 5) experienced no significant learning loss in math and reading (Scuello & Wilkins, 2016).

Goal # 2: Youth Development: Success Academy students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills, focusing on (5) core Social, Emotional, and Behavioral (SEB) skills, class attendance and participation, and positive health/wellness habits, including active physical fitness.

Our measurable objectives include:

Objective # 1: 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve in 1 or more of the 5 core SEB skill domains (social engagement, innovation, self-management, emotional resilience, and cooperation) by the end of each project year.

Objective # 2: 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in class attendance and class participation by the end of each project year.

Objective # 3: 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in health/wellness decisions and physical fitness participation by the end of each project year.

Objective 1 will be measured by BESSI pre/post assessment surveys. Objective 2 will be measured by report cards and teacher surveys. Objective 3 will be measured by BGCA curriculum pre/post-tests.

Activities and Timeframes for Goal #2:

Objective 1 includes providing Social Emotional Learning programs 2 days per week throughout the year; leadership programs/activities 3 days per week throughout the year; and enrichment programs two days per week during the afterschool program and three days per week during summer.

Objective 2 includes the same activities and timeframes as Objective 1, with the exception of the enrichment programs. Objective 3 includes providing healthy lifestyles programs 5 days per week during the afterschool program and four days per week during the summer.

Strategies – While SEB programs have a primary focus, SEB skills are integrated into all programs including the leadership, healthy lifestyles, and enrichment programs. These programs aim to enhance self-awareness, collaboration, decision-making, emotional regulation, stress management, conflict resolution, and healthy relationship-building. Activities that foster teamwork, empathy, and effective communication are integral to each program, encouraging students to develop crucial interpersonal skills. By integrating SEB principles throughout, the program will nurture emotional and social growth, ultimately improving attendance, behavior, and overall engagement in the learning environment. This approach aligns with GSE Health Education Standards by emphasizing the development of health-related skills that lead to positive, informed choices. Research: According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social-emotional development involves five interrelated areas of competence: self-awareness, self-management, social awareness, relationships and decision-making. Fostering these competencies in settings such as schools, families and afterschool programs is important because they help advance youth's learning and development at all stages of their lives (Collaborative for Academic, Social and Emotional Learning (2022). "What Is the CASEL Framework?", casel.org, <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#self-awareness>).

Strategies - Programs such as Triple Play Mind and Body teach students to develop daily physical activity and good nutrition. Enrichment programs like Art foster social-emotional learning in kids by providing outlets for emotional expression, promoting collaboration, and enhancing self-confidence. These creative activities also contribute to empathy, problem-solving skills, resilience, cultural awareness, and emotional regulation. This strategy aligns with the GSE Health standard by helping students develop the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research: Social-emotional growth relates to a young person's physical and mental health; the earlier in life youth develop skills such as stress management and problem-solving, the more likely they are to make healthy decisions in their adolescent years (American Institutes for Research (2015). Beyond the Bell: Supporting Social and Emotional Development Through Quality Afterschool Programs: Research to Practice in the Afterschool and Expanded Learning Field (Chicago: American Institutes for Research), <https://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Development-Afterschool-Programs.pdf>).

Strategies – The staff will exemplify and demonstrate SEB skills to the students, serving as positive role models to showcase the effective application of the identified skills in various contexts and scenarios. This modeling process aims to provide practical examples and instill a deeper understanding of how to utilize the skills in real-life situations, fostering a conducive learning environment with supportive adult mentors. This strategy aligns with the GSE Social Studies standard by emphasizing the development of SEB skills, which are integral to responsible decision-making, teamwork, and demonstrating respect for others. Research: Supportive adult relationships create a supportive environment that help youth develop emotional self-regulation – the ability to manage their thoughts, emotions and behaviors – and a sense of agency and connection to other people (Eisenberg, N., Valiente, C., & Eggum, N. D. (2010). “Self-Regulation and School Readiness,” *Early Education and Development*, Vol. 21, No. 5, pp. 681-698, <https://www.tandfonline.com/doi/abs/10.1080/10409289.2010.497451> ).

Goal # 3: Family Engagement: Success Academy parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in the social-emotional development/behavioral SEB skills enhancement.

The measurable objectives include:

Objective # 1: 50% of the parents/guardians will participate in at least two-family literacy/education activities by the end of each project year.

Objective # 2: 50% of the parents/guardians will maintain or demonstrate increased involvement and communication with their child's after-school staff by the end of each project year.

Objective # 3: 100% of parents (attending parent events) will be informed/educated about the (5) core SEB skills (social engagement, innovation, self-management, emotional resilience, and cooperation) by the end of each project year.

Objectives 1 and 3 will be measured by class sign-in sheets. Objective 2 will be measured by sign-in sheets for parent events/workshops, attendance at parent/tutor conferences, and communication logs maintained by the Parent Coordinator.

Activities and Timeframes for Goal #3:

Objectives 1 and 2 include offering (1) parent workshop focused on topics relating to literacy/education quarterly. Additionally, objective 2 also includes offering (1) family/parent event monthly, scheduling (1) parent/tutor conference quarterly, and the Parent Coordinator will be responsible for establishing and maintaining contact with parents on a monthly basis. Objective 3 includes informing/educating parents about the core SEB skills at parent workshops and/or family events. This will occur twice annually.

Strategies – Parent workshops will provide literacy/educational information and will be available in evening Club hours. Furthermore, staff will incorporate and instruct on diverse topics, including but not limited to financial planning, technology assistance, nutrition, supporting children with homework, and advocating for your child's education. Financial Planning will include topics such as debt reduction, long and short-term planning, retirement plans, budgets, and insurance needs. Nutrition classes will provide parents with the knowledge they need to model healthy eating habits at home. Technology training will include assistance with Microsoft Office and internet usage. English and Spanish Curricula will be utilized for parents interested in strengthening their language skills. Additionally, we will provide resources, such as tip sheets and educational materials, on topics like effective parenting strategies, homework support, and the benefits of extracurricular activities that enhance parents' understanding and involvement. To effectively educate parents of after-school program students, implementing a comprehensive communication and engagement strategy is crucial. Establishing an open line of communication through parent-staff conferences or informal

meet-and-greet sessions allows for personalized discussions. Parent Coordinators will maintain meaningful contact with parents/guardians on an ongoing basis. This aligns with the technology to support 21st century learning framework, as detailed in the GSE Competency and Academic Standards Exchange, by providing digital life skills training. Research: When parents become involved at school by, for example, attending events such as open houses or volunteering in the classroom, they build social networks that can provide useful information, connections to school personnel (e.g., teachers), or strategies for enhancing children's achievement (American Psychological Review, 2019).

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

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

All of our above-stated strategies for our goals and objectives are research-based and proven effective. They are designed to align with the GSE. Alignment includes but is not limited to English Language Arts (Reading Literacy, Reading Informational, Writing, Speaking, and Listening, and Language), Mathematics, Health, Physical Education, Science, and Fine Arts (Dance, Theatre, Music, and Visual Arts). See <https://case.georgiastandards.org/> for a listing of all standards. Additionally, our goals related to parent involvement incorporate the additional national learning standards outlined in the GSE Competency and Academic Standards Exchange.

Further, our after-school programs and agency operation incorporate the Georgia ASYD Quality Programming Standards including Quality Element 1 – Programming and Youth Development, Element 2 – Linkages with the School-Day, Element 3 - Environment and Climate. Element 4 – Relationships, Element 5 – Health & Well-Being, Element 6 – Staffing & Professional Development, Element 7 – Organizational Practices, Element 8 – Evaluation & Outcomes, and Element 9 – Family & Community Partnerships. These Georgia standards include but are not limited to:

1. Promoting a strength-based approach to programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive.
2. Offering project-based, experiential, and hands-on activities.
- 3 Ensuring that youth experience a balance of group sizes across the program day.
4. Providing activities that feature an array of instructional approaches.
5. Offering access to materials that effectively support program activities and meet staff and youth needs.
6. Soliciting and incorporating youth voices in the planning, development & implementation of programming.
7. Integrating opportunities that foster responsibility, autonomy, and leadership throughout the program.
8. Including opportunities for reflection and promoting critical thinking and problem-solving skills.
9. Including opportunities for youth to build life skills.
10. Promoting self-competence and teaching youth responsible decision-making.

11. Incorporating opportunities for youth to gain competency in STEAM (science, technology, engineering, arts, and mathematics) and music.

12. Ensuring that programming is culturally appropriate and linguistically sensitive.

13. Providing opportunities for college, career readiness, vocational preparation, and workforce development (when applicable in our teen programs).

14. Including opportunities for youth to engage in international education and gain global competency.

See: GA ASYD ([georgiaasyd.org](http://georgiaasyd.org)).

Program Name: Habersham Elementary Success Academy

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

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Success Academy students will improve their Academic Performances and Achievements.	1.1) 60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their ELA/reading grade from the first quarter to the third quarter of the academic year.	1.1) Report card grades 1.2) Report card grades 1.3) BGCL programmatic records	1.1.1) Academic programs 1.1.2) Provide tutors 1.2.1) Academic programs 1.2.2) Provide tutors 1.3.1) Provide homework help 1.3.2) Provide tutors	1.1.1) Five days weekly during afterschool program; four days per week during summer 1.1.2) Three days weekly throughout the year 1.2.1) Five days weekly during afterschool program; four days per week during summer 1.2.2) Three days weekly throughout the year 1.3.1) Five days weekly during afterschool program 1.3.2) Three days weekly during afterschool program
	1.2) 60% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve their mathematics grades from the first quarter to the third quarter of the academic year.			
	1.3) 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will spend a minimum of 90 minutes per week receiving support with homework or other targeted academic support to ensure academic success during the academic year.			

<p>2) Success Academy students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills, focusing on (5) core Social, Emotional, and Behavioral (SEB) skills, class attendance and participation, and positive health/wellness habits, including active physical fitness.</p>	<p>2.1) 50% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or improve in 1 or more of the 5 core SEB skill domains (social engagement, innovation, self-management, emotional resilience, and cooperation) by the end of each project year.</p> <p>2.2) 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in class attendance and class participation by the end of each project year.</p> <p>2.3) 65% of regularly participating students (attending a minimum of 3 days weekly during the project year) will maintain or demonstrate improvement in health/wellness decisions and physical fitness participation by the end of each project year.</p>	<p>2.1) BESSI pre/post assessment surveys</p> <p>2.2) Report cards and teacher surveys</p> <p>2.3) BGCA curriculum pre/post-tests</p>	<p>2.1.1) Social Emotional Learning programs</p> <p>2.1.2) Leadership programs/activities</p> <p>2.1.3) Enrichment programs</p> <p>2.2.1) Social Emotional Learning programs</p> <p>2.2.2) Leadership programs/activities</p> <p>2.3.1) Healthy Lifestyles Programs</p>	<p>2.1.1) Two days per week throughout the year</p> <p>2.1.2) Three days per week throughout the year</p> <p>2.1.3) Two days per week during afterschool; three days per week during summer</p> <p>2.2.1) Two days per week throughout the year</p> <p>2.2.2) Three days per week throughout the year</p> <p>2.3.1) Five days per week during afterschool; Four days per week during summer</p>

3) Success Academy parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in social-emotional behavioral (SEB) skills enhancement.	3.1) 50% of the parents/guardians will participate in at least two-family literacy/education activities by the end of each project year.	3.1) Class sign-in sheets	3.1.1) Parent workshops	3.1.1) One workshop quarterly (4 per project year)
	3.2) 50% of the parents/guardians will maintain or demonstrate increased involvement and communication with their child's afterschool staff by the end of each project year.	3.2) Sign-in sheets for parent workshops/parent events, attendance at parent/tutor conferences, and Parent Coordinator communication logs.	3.2.1) Parent workshops 3.2.2) Parent/Family Events 3.2.3) Club Staff will establish and maintain contact w/parents 3.2.4) Parent/tutor conferences	3.2.1) One workshop quarterly (4 per project year) 3.2.2) One event monthly (10 per project year)
	3.3) 100% of parents (attending parent events) will be informed/educated about the (5) core SEB skills (social engagement, innovation, self-management, emotional resilience, and cooperation) by the end of each project year.	3.3) Class Sign-in sheets	3.3.1) Select parent workshops	3.2.3) Monthly 3.2.4) Quarterly (4 per project year) 3.3.1) Twice annually

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

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

**1) Success Academy students will improve their Academic Performances and Achievements.**

Alternative Program Plan for All Goals: In the case of extended school closures, our program will continue to provide seamless services by transitioning to alternative delivery methods that support both academic and social-emotional learning. The model will include a mix of on-site, reduced capacity services and fully virtual programming, ensuring that youth can remain engaged and supported, regardless of location. The following outlines the various strategies and tools we will use:

1. On-Site at Reduced Capacity: When possible, on-site programming will be offered for a reduced number of students. Strict social distancing and health protocols will be adhered to, ensuring that students have access to a safe environment for both academic support and enrichment activities. This approach helps mitigate the risks associated with large gatherings while maintaining the continuity of services for students who need it most. Note: Services may not be an option for programs housed in-school buildings.

2. Virtual Programming: In the event that on-site services are not feasible, all Club programs will be fully transitioned to a virtual platform. Utilizing Zoom as the primary tool, we will offer online academic support, enrichment activities, and social-emotional learning programs. Specific academic supports such as online tutoring will be available during designated academic program hours, with additional sessions by appointment. These sessions will address gaps in reading, math, and other core subjects. In addition, virtual enrichment activities will include social-emotional workshops, arts programming, and family engagement activities that align with the goals of positive youth development. Members are required to sign-in for all online program activities. Parents/Guardians should also review our Acceptable Usage Policy, which outlines the rules and guidelines for appropriate behavior and safety during virtual interactions.

a. Zoom Features for Enhanced Engagement: To maximize engagement and interactivity, we will use Zoom's breakout room feature for small group learning and discussion, as well as interactive tools like polls and whiteboards. This ensures that students have opportunities for both independent and collaborative learning experiences. Students will also be encouraged to participate in virtual discussions and activities designed to build their academic, emotional, and social skills.

3. Cybersecurity/Student Privacy: The privacy and security of student information is a top priority. BGCL follows the virtual programming guidance from BGCA to ensure the protection of youth data and confidentiality during virtual sessions. Key measures include:

a. Controlled Access: Meeting invitations will be sent directly to parents or guardians, ensuring that only approved individuals are able to access sessions.

b. Data Protection: Students' personally identifiable information, such as email addresses and phone numbers, will not be shared or stored in virtual platforms. The use of social media or mobile numbers will be prohibited within the virtual programming.

c. Participant Settings: Program staff will disable functions like recording, private chat, and screen sharing for participants to safeguard against the unintended dissemination of personal information. Additionally, all session chat logs will be saved and reviewed by staff to ensure that interactions remain appropriate and secure.

**2) Success Academy students will learn about, understand, expand, and enrich their age/grade-appropriate Youth Development Skills, focusing on (5) core Social, Emotional, and Behavioral (SEB) skills, class attendance and participation, and positive health/wellness habits, including active physical fitness.**

Alternative Program Plan for All Goals: In the case of extended school closures, our program will continue to provide seamless services by transitioning to alternative delivery methods that support both academic and social-emotional learning. The model will include a mix of on-site, reduced capacity services and fully virtual programming, ensuring that youth can remain engaged and supported, regardless of location. The following outlines the various strategies and tools we will use:

1. On-Site at Reduced Capacity: When possible, on-site programming will be offered for a reduced number of students. Strict social distancing and health protocols will be adhered to, ensuring that students have access to a safe environment for both academic support and enrichment activities. This approach helps mitigate the risks associated with large gatherings while maintaining the continuity of services for students who need it most. Note: Services may not be an option for programs housed in-school buildings.

2. Virtual Programming: In the event that on-site services are not feasible, all Club programs will be fully transitioned to a virtual platform. Utilizing Zoom as the primary tool, we will offer online academic support, enrichment activities, and social-emotional learning programs. Specific academic supports such as online tutoring will be available during designated academic program hours, with additional sessions by appointment. These sessions will address gaps in reading, math, and other core subjects. In addition, virtual enrichment activities will include social-emotional workshops, arts programming, and family engagement activities that align with the goals of positive youth development. Members are required to sign-in for all online program activities. Parents/Guardians should also review our Acceptable Usage Policy, which outlines the rules and guidelines for appropriate behavior and safety during virtual interactions.

a. Zoom Features for Enhanced Engagement: To maximize engagement and interactivity, we will use Zoom's breakout room feature for small group learning and discussion, as well as interactive tools like polls and whiteboards. This ensures that students have opportunities for both independent and collaborative learning experiences. Students will also be encouraged to participate in virtual discussions and activities designed to build their academic, emotional, and social skills.

3. Cybersecurity/Student Privacy: The privacy and security of student information is a top priority. BGCL follows the virtual programming guidance from BGCA to ensure the protection of youth data and confidentiality during virtual sessions. Key measures include:

a. Controlled Access: Meeting invitations will be sent directly to parents or guardians, ensuring that only approved individuals are able to access sessions.

b. Data Protection: Students' personally identifiable information, such as email addresses and phone numbers, will not be shared or stored in virtual platforms. The use of social media or mobile numbers will be prohibited within the virtual programming.

c. Participant Settings: Program staff will disable functions like recording, private chat, and screen sharing for participants to safeguard against the unintended dissemination of personal information.

Additionally, all session chat logs will be saved and reviewed by staff to ensure that interactions remain appropriate and secure.

**3) Success Academy parents/guardians will participate in literacy education improvement services, increase their involvement/participation in students' educational process, and be introduced and encouraged to participate in social-emotional behavioral (SEB) skills enhancement.**

Alternative Program Plan for All Goals: In the case of extended school closures, our program will continue to provide seamless services by transitioning to alternative delivery methods that support both academic and social-emotional learning. The model will include a mix of on-site, reduced capacity services and fully virtual programming, ensuring that youth can remain engaged and supported, regardless of location. The following outlines the various strategies and tools we will use:

1. On-Site at Reduced Capacity: When possible, on-site programming will be offered for a reduced number of students. Strict social distancing and health protocols will be adhered to, ensuring that students have access to a safe environment for both academic support and enrichment activities. This approach helps mitigate the risks associated with large gatherings while maintaining the continuity of services for students who need it most. Note: Services may not be an option for programs housed in-school buildings.

2. Virtual Programming: In the event that on-site services are not feasible, all Club programs will be fully transitioned to a virtual platform. Utilizing Zoom as the primary tool, we will offer online academic support, enrichment activities, and social-emotional learning programs. Specific academic supports such as online tutoring will be available during designated academic program hours, with additional sessions by appointment. These sessions will address gaps in reading, math, and other core subjects. In addition, virtual enrichment activities will include social-emotional workshops, arts programming, and family engagement activities that align with the goals of positive youth development. Members are required to sign-in for all online program activities. Parents/Guardians should also review our Acceptable Usage Policy, which outlines the rules and guidelines for appropriate behavior and safety during virtual interactions.

a. Zoom Features for Enhanced Engagement: To maximize engagement and interactivity, we will use Zoom's breakout room feature for small group learning and discussion, as well as interactive tools like polls and whiteboards. This ensures that students have opportunities for both independent and collaborative learning experiences. Students will also be encouraged to participate in virtual discussions and activities designed to build their academic, emotional, and social skills.

3. Cybersecurity/Student Privacy: The privacy and security of student information is a top priority. BGCL follows the virtual programming guidance from BGCA to ensure the protection of youth data and confidentiality during virtual sessions. Key measures include:

a. Controlled Access: Meeting invitations will be sent directly to parents or guardians, ensuring that only approved individuals are able to access sessions.

b. Data Protection: Students' personally identifiable information, such as email addresses and phone numbers, will not be shared or stored in virtual platforms. The use of social media or mobile numbers will be prohibited within the virtual programming.

c. Participant Settings: Program staff will disable functions like recording, private chat, and screen sharing for participants to safeguard against the unintended dissemination of personal information. Additionally, all session chat logs will be saved and reviewed by staff to ensure that interactions remain appropriate and secure.



Program Name: Habersham Elementary Success Academy

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

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

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

**Definitive Operating Times and Hours for Student/Family Services:**

As a joint FY-26 21st CCLC applicant with the Habersham County School District, BGCL's HESA will serve 85 K-5th grade students during the school year and summer, 25 of whom attend Baldwin Elementary School, 35 who attend Hazel Grove Elementary School, and 25 who attend Woodville Elementary School. The summer program will also include rising 6th graders. Based on the needs of the identified students and families, we will operate our 21st CCLC program Monday through Friday, offering 15 hours of services per week (3:00 pm - 6:00 pm) for 170 days during the regular school year, totaling 510 hours. The summer program will operate for 7 hours a day (9 am – 4:00 pm) and 5 days per week, totaling 35 hours per week. The summer program will run for 6 weeks, or 29 days, for a total of 203 hours during the summer. BGCL's annual quality adult/student contact time is 713 hours, or roughly 59 hours a month for 12 months.

In determining the days and hours of operations, we considered that positive outcomes for students are strongly linked to a higher number of days of participation in a quality program. Each enrolled student will have the opportunity to attend 15 hours of academic and enrichment activities weekly during the school year (more than the 12-hour minimum), spread across the Monday-Friday schedule. This ensures that every student receives consistent engagement with the program's academic and enrichment offerings, exceeding the minimum weekly requirement to foster maximum positive impact on their development and learning. Additionally, the 35 hours per week during the summer will provide ample, consistent engagement in academic and enrichment activities. The total hours indicated represent direct, quality contact time with students, excluding travel time, and are specifically dedicated to academic support and youth development activities. These activities are designed to foster continuous educational and personal growth, ensuring that students have consistent opportunities to advance both academically and socially.

To address the requirement that quality contact time must encompass the entire targeted student population each day, we ensure that our program is designed to serve all students consistently throughout the week. These hours are inclusive of all students enrolled in the program, without any segregation by gender or day. By structuring our program in this way, we guarantee that every student has equal access to academic support and enrichment activities, fostering an inclusive environment that promotes consistent educational and personal growth for all participants. This comprehensive approach helps ensure that every child, regardless of gender or other factors, benefits from the program's services on a daily basis.

**Direct Quality Contact Time:**

Because after-school settings are less formal than school, they can prioritize relationships, allowing more space for youth to develop a sense of belonging and build the kinds of close, trusting relationships they need to grow and thrive (Hurd & Deutsch, 2017). Adult staff can build relationships with youth in ways not possible during the school day, spending time listening and giving youth individual attention (Little, Wilmer & Weiss, 2008). Building sustained, trust-based relationships with caring non-parental adults is essential to improving students' social, emotional, and behavioral development (Hamre & Pianta, 2001), and this approach also enhances academic performance (Laursen, 2002). Our program emphasizes this through meaningful interactions, ensuring that each child is paired with a dedicated mentor or tutor who fosters resilience and academic growth. Our dedicated staff—including mentors, volunteers, and tutors—are crucial to this effort, creating a nurturing environment where students feel supported and engaged. These adults help children by providing mentorship, imparting life and academic skills by implementing programs, and helping with homework. Staff members are trained to model positive behaviors and create a structured yet flexible environment that fosters social-emotional development and academic

support. While these adults help children and youth with their homework and provide academic and youth development support through a variety of BGCA programs, the quality contact is undeniably based on the opportunity for youth to develop sustained and trust-based relationships with a caring non-parental adult and within the foundation of those relationships they demonstrate improvements in social, emotional, and behavioral domains.

Along with the essential positive human interaction, our after-school and summer programs are structured to provide a diverse range of activities, ensuring that students benefit from meaningful, hands-on learning experiences every day. The schedule (see uploaded sample calendars) is divided into four key areas: academic support, healthy lifestyles, social emotional learning, and enrichment activities. The sample calendars indicate the various programs offered in each key area, with different programs highlighted for each category. These programs are rotated regularly to provide a variety of activities for students, ensuring ongoing engagement and diverse learning opportunities. These components are designed to offer quality contact time, with a strong focus on keeping students engaged and motivated throughout their participation.

To maximize positive outcomes for students, sustained, quality contact time is critical. Research consistently shows that brief periods of engagement in before and after-school programs fail to yield meaningful improvements in students' development and learning outcomes. By contrast, programs with consistent, extended interaction foster stronger relationships with caring adults, provide the structure needed to build academic skills and create opportunities for students to develop socially and emotionally. Our program is intentionally designed to provide daily, meaningful contact time, integrating academic support with enriching, engaging activities. This holistic approach ensures that students not only improve academically but also develop the resilience, confidence, and life skills necessary for long-term success.

#### Indirect Quality Contact Time:

In addition to direct quality contact time, BGCL provides indirect quality contact time for our students by ensuring that we recruit, hire, and train the right (fit-to-serve) adult staff and volunteers; who live in the community to be served; who meet academic background requirements; who are caring, emotionally nurturing; and are observant to students' demeanor to ensure appropriate referrals for additional resources and supports are made as needed and when necessary (as mandated reporters) for their physical well-being and safety, mental health care, and/or for clothing and/or food insecurities. We ensure our staff maintains open lines of communication with the day school principals, teachers, counselors, and aides to ensure that we stay abreast of students' needs through indirect quality contact time. We require our agency staff, especially our parent coordinators, to work diligently to establish and maintain contact with parents/guardians to encourage, increase, and strengthen family participation and involvement. The indirect quality contact time for our students is enhanced when we deliberately focus on involving the parents/guardians, offer referrals for outside resources when needed or requested, and extend services to them including parenting classes, financial management, literacy classes, technology lab access, social, emotional, and behavioral (SEB) learning, and school success support activities. Focused family activities will take place throughout the school year and summer school. Consistent with the Site Profile Form, we will conduct (4) parent education workshops on Thursday evenings from 6:00 p.m. to 7:00 p.m. throughout the school year. Although the Site Profile Form does not have a designated section for listing parent activities, please note that we plan to provide 10 family engagement events throughout the year. These will include holiday celebrations, Lights On Afterschool—a nationwide event that highlights the importance of after-school programs by inviting families and community members to experience the activities their children engage in firsthand—and other fun, interactive events designed to strengthen family connections. Parents will have opportunities to participate in hands-on activities alongside their children while learning more about the program's impact. Additionally, we will hold quarterly parent-tutor conferences to support student progress, and our Parent Coordinator will maintain monthly contact with families to provide updates and resources.

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

#### Site Profile Form Accuracy/Consistency w/ Weekly Schedules:

Our after-school and summer calendars provide the structured/visual display of the program's direct quality contact time between our staff, students, and their families. The afterschool program and summer program schedules have been uploaded. The Site Profile Form has been completed and is accurate and consistent with the submitted sample weekly schedules. The Site Profile Form and the weekly schedules reflect that the number of hours of service per week exceeds the minimum of 12.

For example, both the site profile form and the calendars convey an after-school program schedule of Monday through Friday between the times of 3:00 p.m. to 6:00 p.m. Additionally, both the site profile form and the calendars convey a summer program schedule of Monday through Friday between the times of 9:00 a.m. to 4:00 p.m.

References:

Hurd, N. and Deutsch, N. (2017). "SEL-Focused After-School Programs," *The Future of Children, Social and Emotional Learning*. Vol. 27, No. 1, pp. 95-115, <https://www.jstor.org/stable/44219023>.

Little, P., Wilmer, C., and Weiss, H. B. (2008). *After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It, Issues and Opportunities in Out-of-School Time Evaluation Brief, No. 10* (Cambridge, Mass.: Harvard Family Research Project).

Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children’s school outcomes. *Developmental Psychology*, 37(3), 338-349.

Laursen, B. (2002). The importance of relationships for youth development. *Journal of Research on Adolescence*, 12(2), 179-187.

*(Word count is 1598)*

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

Baldwin Elementary School

After School Program: [Baldwin Elementary School\\_as\\_program\\_46\\_51.pdf](#)

Hazel Grove Elementary School

After School Program: [Hazel Grove Elementary School\\_as\\_program\\_46\\_9.pdf](#)

Summer Program: [Hazel Grove Elementary School\\_sb\\_program\\_46\\_9.pdf](#)

Woodville Elementary School

After School Program: [Woodville Elementary School\\_as\\_program\\_46\\_58.pdf](#)

**21st CCLC SITE PROFILE FORM (2025-2026)**

21st CCLC Site Name	Baldwin Elementary School	County	Habersham
Physical Address	894 Willingham Avenue		
City	Baldwin	Zip Code	30511
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 from Funding Request Worksheet
After School	After School	25	
K-5			
Weekends/Holidays	Weekends/Holidays		
Summer	Summer		
Enrichment Student to Staff Ratio		Academic Student to Staff Ratio	
1:15		1:10	
<b>SITE CONTACT INFORMATION</b>			
Site Contact Name	Sara Gonzalez	Phone	770-532-8102
		Email	sgonzalez@bgclanier.org
Regular School Year Program for Students			

<b>AFTER SCHOOL PROGRAM Site Schedule</b>						
After School Program Start Date	8/11/2025					
After School Program End Date	5/15/2026					
Total # Days After School	170					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM	Total Weekly Hours After School 15.00 of 15.00 hours
Service End Time (e.g., 6:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						

<b>Adult Education Site Program Schedule</b>						
Dates Site Open (Adults)	9/18/2025, 11/20/2025, 2/19/2026, 4/16/2026					
Dates Site Closed (Adults)						
Total # Days	4					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)				6:00 PM		Total Adult Hours per Week 1.00
Service End Time (e.g., 8:00 PM)				7:00 PM		

**21st CCLC SITE PROFILE FORM (2025-2026)**

21st CCLC Site Name	Hazel Grove Elementary School	County	Habersham
Physical Address	6390 Dicks Hill Pkwy		
City	Mt Airy	Zip Code	30563

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 from Funding Request Worksheet
After School K-5	After School	35	
Weekends/Holidays	Weekends/Holidays		
Summer K-5+	Summer	85	

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

**SITE CONTACT INFORMATION**

Site Contact Name	Sara Gonzalez	Phone	7705328102	Email	sgonzalez@bgclanier.org
Regular School Year Program for Students					

**AFTER SCHOOL PROGRAM Site Schedule**

After School Program Start Date	8/11/2025					
After School Program End Date	5/15/2026					
Total # Days After School	170					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM	Total Weekly Hours After School 15.00 of 15.00 hours
Service End Time (e.g., 6:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	
Summer Programs for Students						

**Summer Site Schedule for Typical Week**

Summer Program Start Date	June 1, 2026					
Summer Program End Date	July 10, 2026					
Total # Days Summer Program	29					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 9:00 AM)	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM	Total Summer Hours per Week 35.00 of 35.00 hours
Service End Time (e.g., 4:00 PM)	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						

**Adult Education Site Program Schedule**

Dates Site Open (Adults)	9/18/2025, 11/20/2025, 2/19/2025, 4/16/2025					
Dates Site Closed (Adults)						
Total # Days	4					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)				6:00 PM		Total Adult Hours per Week 1.00
Service End Time (e.g., 8:00 PM)				7:00 PM		

**21st CCLC SITE PROFILE FORM (2025-2026)**

21st CCLC Site Name	Woodville Elementary School	County	Habersham
Physical Address	911 Old Historic U.S.441		
City	Clarksville	Zip Code	30523
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School	After School	Student data is
After School K-5		25	from Funding
Weekends/Holidays	Weekends/Holidays	Summer	Request Worksheet
Summer	Summer		
Enrichment Student to Staff Ratio	Academic Student to Staff Ratio		
1:15	1:10		
<b>SITE CONTACT INFORMATION</b>			
Site Contact Name	Sara Gonzalez	Phone 7705328102	Email sgonzalez@bgclanier.org
Regular School Year Program for Students			

<b>AFTER SCHOOL PROGRAM Site Schedule</b>						
After School Program Start Date	8/11/2025					
After School Program End Date	5/15/2026					
Total # Days After School	170					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 3:00 PM)	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM	Total Weekly Hours After School
Service End Time (e.g., 6:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	15.00 of 15.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						

<b>Adult Education Site Program Schedule</b>						
Dates Site Open (Adults)	9/18/2025, 11/20/2025, 2/19/2026, 4/16/2026					
Dates Site Closed (Adults)						
Total # Days	4					
	MON	TUE	WED	THU	FRI	
Service Begin Time (e.g., 6:00 PM)				6:00 PM		Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)				7:00 PM		1.00

Program Name: Habersham Elementary Success Academy

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

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

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

Specific Eligible Student Participation Selection Process:

Boys & Girls Clubs of Lanier (BGCL), the Habersham County School District, Baldwin Elementary School, Hazel Grove Elementary School, and Woodville Elementary School collaborated closely to identify and recruit 85 eligible students for the 21st CCLC program. The selection process focuses on identifying students who would benefit most from the program's academic and social-emotional supports. The school's administrators and teachers will identify, refer, and recruit students. Priority is given to students performing below proficiency in reading and/or math, as determined by teacher recommendations, classroom assessments, report card grades, and benchmark testing results. For students in grades 3-5, data from End-of-Grade (EOG) Milestones assessments will be considered to identify those scoring at the "Beginning Learner" level. For younger students in grades K-2, selection will rely on teacher input, classroom performance, and early literacy and numeracy screening tools. Consideration will also be given to students enrolled in compensatory programs. Additional consideration will be given to students demonstrating non-academic challenges, such as frequent absences, disciplinary issues, or referrals for social-emotional support. The program also targets students enrolled in virtual learning who may need additional structure and in-person support to succeed academically and socially.

Once eligible students are identified, parents will be contacted through a coordinated effort between school staff and BGCL personnel, including the Site Coordinator and Area Manager. Communication will include personalized letters, phone calls, and in-person meetings where families can learn about the program's benefits. Bilingual BGCL staff will assist in reaching out to English as a Second Language families, ensuring that language is not a barrier to participation. Interested families will complete an application and student achievement contract, which outlines program goals and expectations. The application will be returned to the appointed school staff, checked for completion, and forwarded to BGCL.

The completed applications will be reviewed by the Site Coordinator in collaboration with the Lead Tutor. These coordinators will analyze baseline data and other relevant information to assign students to appropriate tutorial groups and activities. This ensures that the program addresses the specific academic and developmental needs of each participant from the outset.

Strategies Involving Regular School-Day Staff in Student/Program Recruitment:

To involve regular school-day staff in the recruitment process, we employ a multifaceted approach that emphasizes clear communication, collaboration, and targeted outreach. We begin by establishing strong, ongoing communication channels with school staff, including teachers, administrators, counselors, and coaches. Site Coordinators, as primary points of contact, regularly meet with school personnel to discuss students' academic and social-emotional needs. These meetings help identify students who are at risk or would benefit from the after-school program. Teachers and school staff, who have firsthand knowledge of students' performance, behavior, and overall well-being, are key to identifying students for referral.

The referral process starts when school staff members—especially those who work directly with at-risk students—recommend participants based on academic needs (e.g., students struggling in reading and math, those with significant learning gaps), social-emotional concerns (e.g., students exhibiting signs of stress, anxiety, or behavioral challenges), or family support needs (e.g., students from families needing additional resources or engagement). Teachers and counselors are trained to look for early warning signs of these challenges, and referrals are made during one-on-one discussions with the Site Coordinator. For example, teachers may refer students who are consistently underperforming in their coursework, or those who may need additional support outside the classroom to thrive academically and socially.

In addition to these formal referrals, we encourage teachers to act as ambassadors for the program.

Many of our tutors are also teachers during the school day, which fosters strong relationships between the after-school program and the academic staff. These staff members play a crucial role in the referral process by directly identifying and recommending students. They also assist with ongoing program activities, ensuring a seamless connection between the school-day and after-school programming.

We also provide information sessions for teachers, administrators, and counselors to ensure they are well-informed about the program's goals, eligibility criteria, and how students benefit. Through these sessions, staff members are reminded of the program's focus on students' academic improvement, social-emotional development, and family support, ensuring the right students are targeted for participation.

To further engage school staff, we distribute marketing materials, such as flyers and brochures, and regularly update school personnel about program availability and upcoming enrollment periods. These materials help raise awareness and give staff the tools to inform students and parents about the program. Additionally, we tap into school events like open houses, parent-teacher nights, and sporting events to reinforce our recruitment efforts and encourage enrollment in the program.

The process for recruiting and referring students is reinforced by our joint school district MOAs and our collaborative planning efforts with the school's leadership team. These documents and partnerships formalize the referral process and ensure school staff are continuously engaged in identifying students who can benefit from the program. The Site Coordinator maintains ongoing communication with school staff to review the progress of students referred, ensuring that the most appropriate participants are selected.

Through these strategies, we not only recruit eligible students but also ensure that school staff are fully integrated into the process, making the recruitment process more targeted and effective.

#### Strategies Used to Retain Targeted Students for (30) Days or More Participation:

BGCL recognizes that our first and foremost partnership is with the students and families we serve. Given that position, we work to incorporate several specific strategies to retain students and their families participation in our 21st CCLC after-school programming, and we make concerted efforts that focus on those students who need our services the most. Understanding that these students often face unique barriers to consistent participation, we have developed retention strategies that directly address these challenges and ensure long-term engagement in the 21st CCLC program. These strategies include:

1. **Hire Program Staff Who Develop Real Connections with Student Participants and Their Families:** When students experience satisfaction in an after-school program, they often liken it to a family environment. They cultivate trusting relationships with our dedicated staff, creating a secure and caring atmosphere. Our staff diligently endeavors to establish robust connections with new students in a short span, recognizing that this enhances the likelihood of program completion. Our staff comprises a diverse blend of teachers, community-based members, college students, and other adults. They actively engage in activities, working collaboratively with students, going beyond mere supervision.

2. **Culturally Responsive Staff and Relationships:** Our staff is trained to be culturally responsive and inclusive, reflecting the diversity of the student population. By understanding and honoring the students' cultural backgrounds, they are more likely to build trust and foster a safe space where students feel valued and understood. Importantly, many of our staff members reflect the diverse backgrounds and ethnicities of the youth they serve. This crucial aspect of our program underscores the intentional and meaningful representation within our staff. We believe it is essential that our team mirrors the diverse backgrounds and ethnicities of the youth participating in the program. By doing so, we create an inclusive and culturally responsive environment where students can readily identify with the adults guiding them. This fosters a deeper understanding of the unique needs, experiences, and perspectives of the students we serve. It also facilitates smoother communication and connection, as our staff members are not only mentors but also relatable figures who understand and appreciate the cultural richness of the community.

3. **Community Outreach and Word-of-Mouth Referrals - Leveraging Club Students and Parent Networks for Program Promotion:** We rely on using word-of-mouth to not only attract more students but also to retain them. Employing word-of-mouth as a retention strategy in our after-school program proves highly effective for several reasons. This approach capitalizes on the trust and familiarity inherent in personal recommendations, cultivating a sense of community within the program. We actively engage Club students already attending, tapping into their peer influence to encourage their friends' participation, fostering a shared and enjoyable experience. By fostering a positive, peer-driven culture, we create a cycle of engagement where current participants bring in new members, encouraging long-term participation. Simultaneously, we encourage parents/guardians of enrolled students to become advocates, not only attracting new participants but also strengthening the sense of community and shared responsibility. Parental involvement helps to address specific needs in the



community, particularly around engaging at-risk youth, as parents who are directly involved are more likely to ensure their child's participation. Not only is word-of-mouth a cost-effective strategy, relying on organic communication rather than extensive advertising, but it also establishes a continuous cycle where current participants contribute to the on-going growth and retention of the program by bringing in new members. Overall, word-of-mouth serves as a dynamic and inclusive approach to retention, leveraging existing connections to create a thriving and supportive after-school community. By leveraging the relationships between students, parents, and staff, we ensure that the program remains a vital part of the lives of families, especially those from disadvantaged backgrounds. The engagement of students and parents, combined with the trust that comes from word-of-mouth, helps to solidify the program as an essential resource in the community, increasing both retention and long-term participation.

4. Club Staff Work with Schools to Retain Students in Need: Club staff actively collaborate with schools and staff to ensure the retention of students facing challenges. Our commitment involves addressing obstacles that may hinder students from either joining or continuing their participation in the program. For example, many students face scheduling conflicts due to extracurricular activities or family obligations. To address this, BGCL works closely with school staff to coordinate schedules and provide flexible participation options, such as allowing students to attend on certain days based on their availability. This proactive approach helps overcome logistical barriers and enhances the accessibility of our program for those in need, emphasizing our dedication to fostering continued participation and support for every student. This strategy has a proven track record of success. In districts where after-school programs collaborate directly with schools to address logistical barriers, student retention rates improve significantly. A study by the Afterschool Alliance found that when schools and community organizations collaborate to overcome barriers, students are more likely to remain engaged and continue attending after-school programs (Afterschool Alliance, 2014).

5. Help Students See the Fun and Rewards of Participation: For our younger students, we focus on showing them how participating in our after-school programs can be exciting and rewarding. We help them understand that when they come to the Club, they get to try new things, like building fun science projects, creating cool art, or playing games that help them get better at school. It's all about making learning feel like an adventure. By offering hands-on activities that connect to what they're learning in school—whether it's solving problems in a STEM challenge, reading a fun story, or working on creative projects—we make sure they see how the Club is a place where they can have fun, learn, and grow. We also show them that when they stay involved, they get to keep having fun, make new friends, and feel proud of what they accomplish. This excitement and sense of belonging keep students coming back, because they know the Club is a place where they can be themselves, get better at things they enjoy, and feel like they're part of something special.

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

7. Show Families the Tangible Benefits of Participation: To ensure students remain engaged and continue to participate in our programs, Club staff take a hands-on approach in building relationships with families. The Site and Parent Coordinators reach out through regular phone calls, monthly newsletters, and face-to-face interactions, emphasizing how consistent participation can positively impact their child's academic performance, social skills, and emotional growth. Communication is clear, frequent, and culturally relevant, with bilingual flyers and materials created to engage our diverse families. During these interactions, staff not only inform parents about the academic support, tutoring, and enrichment activities available but also highlight the specific ways these services will benefit their children. We focus on making the connection clear—whether it's helping students improve their grades through homework assistance or encouraging them to try new, fun activities that build confidence and friendships. By stressing how these opportunities contribute to their child's overall development and future success, we ensure families understand the importance of staying involved. Additionally, we offer resources and guidance to parents so they can actively participate in their child's growth. Whether through workshops, parent engagement nights, or regular communication, we empower parents with the tools they need to support their child's educational journey. By consistently demonstrating the program's value and reinforcing the partnership between Club staff and families, we foster a strong, lasting commitment that encourages ongoing participation and retention.

8. Align Program Goals with Community and Student Needs to Ensure Relevance and Retention: We recognize that student retention is directly tied to our program's ability to meet the evolving needs of our students and their families. To maintain a strong connection with our community, we conduct annual needs surveys, ensuring that we are responsive to the specific challenges and aspirations of

the families we serve. This data helps us tailor our program offerings to stay relevant and ensure that students see the value in consistently participating. If our program is not aligned with the needs of the community, students are less likely to stay engaged.

9. Link Academic Learning to Fun, Hands-On Projects to Boost Engagement and Retention: Our program emphasizes the importance of connecting academic learning with hands-on, project-based activities that are both engaging and relevant to K-5 students. By incorporating a wide variety of interactive projects, we make learning fun and meaningful, helping students see the practical application of what they are learning in the classroom. The ability to engage with learning in a hands-on, playful way helps K-5 students see the value of consistent participation. By focusing on activities that tie into both their academic curriculum and personal interests, we foster a deeper connection to learning and create a fun, supportive environment where students are excited to return each day.

10. Student Input and Choice: The strategy of "Student Input and Choice" serves as a powerful retention tool by actively involving students in shaping their after-school experience. The general principle is that students should be included in matters that shape their lives. Programs focused on youth must take youth preferences seriously if they aim to enhance positive identities, build leadership and relationships, and enhance skills. Students need to feel part of a community of participants and feel that they have a voice and influence in these programs. We often see that students flourish when they are given a say in planning their own after-school programs. When students are given the opportunity to contribute to decision-making processes, such as selecting activities and projects, it creates a sense of ownership and empowerment. This involvement goes beyond a mere participation role; it transforms students into active contributors and stakeholders in the program. By allowing students to have a say in the activities they engage in, the program becomes more personalized and relevant to their interests. This customization not only enhances their overall experience but also ensures that the program aligns with their preferences and passions. This sense of agency significantly increases their investment in the program, as they feel a genuine connection and commitment to the activities they helped choose. Moreover, when students see their input being valued and implemented, it fosters a positive and inclusive environment. This positive atmosphere contributes to a sense of belonging, making students more likely to stay engaged and committed to the program over the long-term. In essence, the strategy of involving students in decision-making processes is not only a retention tool but also a key driver in creating a student-centric and thriving after-school community.

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

12. Attendance Policy and Retention Strategy: At BGCL, we understand that regular participation is key to achieving positive outcomes for our students, and we enforce a policy that mandates a minimum attendance of three days per week. By keeping track of attendance and parent/guardian involvement, we ensure that every student is fully engaged in the program. Site Coordinators oversee the daily attendance process and proactively monitor students who may be at risk of frequent absenteeism. When students show signs of falling behind on attendance, our staff takes proactive steps to identify and address any barriers they may be facing. This includes regular check-ins with parents/guardians to discuss challenges and offer support, ensuring that all families are connected to the resources and assistance they need. By addressing obstacles such as transportation, work schedules, or family responsibilities, we work collaboratively with parents to support their child's continued participation. If a student's attendance remains consistently low over a four-week period, despite our efforts, we may replace them with a student from the waiting list. However, we make every reasonable effort to resolve the issue first, including collaboration with school staff and the use of parent letters and contact calls. Our focus on individualized support and clear communication not only helps improve attendance but also creates an environment where students feel valued and motivated to continue participating.

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

dedicated to refining and expanding these initiatives, ensuring that the after-school experience remains a cornerstone of positive development for the students and families it serves.

References:

Afterschool Alliance. (2014). America after 3PM: Afterschool programs in demand. Retrieved from <https://eric.ed.gov/?id=ED611371>  
(Word count is 3230)

46

Program Name: Habersham Elementary Success Academy

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

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

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

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

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

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

Organizational Governance:

The Boys & Girls Clubs of Lanier (BGCL) benefits from a highly skilled and committed 28-member Board of Directors, whose collective expertise spans law, banking, accounting, insurance, corporate leadership, real estate, technology, and education. This diversity in professional backgrounds ensures comprehensive oversight and strategic guidance across all organizational activities. Specifically, for the 21st Century Community Learning Centers (CCLC) program, the Board will play an active role in monitoring and supporting program implementation. The Board's Programs Committee will conduct regular reviews of program outcomes, ensuring alignment with grant objectives and quality standards. The Programs Committee will collaborate with program leadership to review performance data, discuss program challenges, and identify opportunities for improvement. These efforts will ensure that the 21st CCLC program is effectively managed, adequately resourced, and strategically positioned for long-term success.

Key Personnel Job Descriptions and Connection to Program Activities:

Steven Mickens, the Chief Executive Officer of Boys & Girls Clubs of Lanier (BGCL), reports directly to the Board of Directors and provides overarching leadership for the organization, including the 21st Century Community Learning Centers (21st CCLC) program. The CEO will supervise the 21st CCLC Program Director and the Operations Administrator, ensuring strategic alignment with grant objectives and compliance with funding requirements. He will involve the Board of Directors in program oversight, including reviewing progress reports, to ensure successful implementation.

Qualifications: The CEO holds a Bachelor's degree from an accredited college and has over 20 years of nonprofit leadership experience. He has been successfully overseeing 21st CCLC programs for more than a decade.

Sara Gonzalez, the Operations Administrator and 21st CCLC Program Director, reports directly to the CEO and provides leadership and oversight for the Club's operations and programs, including

the 21st CCLC program. She is responsible for aligning programmatic quality improvement measures with BGCL's overall mission, ensuring that all youth service delivery is effective and impactful. She plays a pivotal role in ensuring the successful implementation, management, and evaluation of the existing 21st CCLC programs. Ms. Gonzalez oversees the planning and execution of all program activities. She ensures grant compliance by managing deliverables, coordinating closely with the evaluator to complete program reports, and maintaining fidelity to grant requirements. She ensures program fidelity by adhering to grant requirements, implementing evidence-based practices, regularly monitoring program activities for alignment with established goals, and conducting continuous quality improvement based on data-driven insights. She also leads data collection and analysis to measure program effectiveness, enabling continuous improvement and reporting outcomes to stakeholders. Attached please find Ms. Gonzalez's resume.

**Qualifications:** A seasoned professional with over 20 years of experience in operations and management and 15 years of expertise working with 21st CCLC grants who excels in streamlining processes, optimizing database systems, and leading teams to achieve organizational success. She has implemented programs that emphasize academic support, emotional intelligence, and creative problem-solving. Her ability to blend strategic planning with hands-on leadership has driven improvements in grant compliance, data management, and program outcomes, empowering communities and fostering meaningful growth.

Sara Stone, the Director of Finance, reports to the CEO and ensures that the Boys & Girls Clubs of Lanier (BGCL) maintains fiscal responsibility and aligns financial decision-making with organizational goals. In the context of the 21st Century Community Learning Centers (21st CCLC) program, Mrs. Stone plays a critical role in fiscal management. She prepares and submits reimbursement requests, monitors grant expenditures, conducts cost analyses, and ensures budgetary compliance. Her meticulous oversight guarantees that funds are allocated effectively and responsibly, supporting program success and sustainability.

**Qualifications:** Mrs. Stone holds a Bachelor's degree from an accredited college and has 18 years of experience in accounting. Her extensive experience with grant financial management and budgeting underscores her ability to ensure the 21st CCLC program meets all financial requirements while remaining a good steward of grant resources.

Terri Tubbs, the Vice President of Development, reports directly to the CEO and plays a critical role in securing the financial resources needed to sustain and expand the Boys & Girls Clubs of Lanier (BGCL). In the context of the 21st Century Community Learning Centers (21st CCLC) program, Ms. Tubbs works closely with the CEO to develop targeted sustainability strategies, such as identifying new funding opportunities, securing additional grant support, and strengthening partnerships with local corporations and foundations. Her role ensures the program's financial longevity and alignment with broader organizational initiatives.

**Qualifications:** Ms. Tubbs holds a Bachelor's degree from an accredited college, with a proven track record of successfully raising over \$1 million annually. Her expertise spans fundraising, marketing, and community engagement, positioning her to effectively address the resource needs of the 21st CCLC program and ensure its sustainability.

**Site Coordinator (SC):** This position is integral to the daily operation and implementation of the 21st CCLC program. Reporting to the Program Director, the SC oversees program delivery, ensuring activities are aligned with grant objectives and support academic and personal enrichment goals. The SC coordinates vendors, partners, and enrichment instructors, supervises Youth Development Professionals and tutors, and ensures a safe and engaging environment for students. The SC collaborates with the Data Clerk to collect and enter attendance, progress, and outcome data into the Kid Trax and A-Plus systems, ensuring timely and accurate reporting to support program evaluation. The SC also works closely with the Program Director to provide essential data to the external evaluator for local program assessments, helping refine program strategies and meet objectives.

**Qualifications:** The ideal candidate will possess extensive experience in managing multi-faceted programs, supervising staff, and coordinating activities aimed at achieving positive outcomes for youth. This expertise will enable the Site Coordinator to align program activities with key goals, such as improving academic performance and fostering personal growth among students. Strong leadership skills are essential to ensure the smooth operation of the program, adherence to compliance standards, and the delivery of measurable results. The candidate should also have a proven track record of creating an inclusive and engaging environment that meets the needs of diverse student populations and supports their academic and personal development.

Under these key leadership/management positions, BGCL will provide quality direction, oversight, program supervision, resources, and fiscal management that will ensure the 21st CCLC project's successful implementation and positive evaluation outcomes.

**Volunteer Recruitment Plan/Utilizing Volunteers:**

Volunteers play a crucial role in the success of BGCL's 21st CCLC Success Academy. To strengthen recruitment and utilization, the BGCL Special Events and Community Engagement Coordinator (SECEC), a former program staff member with firsthand knowledge of Club operations, will lead efforts to recruit diverse corporate volunteers, including bilingual candidates, to fill vital roles in program delivery and sustainability. Volunteer roles include activity leaders, instructional assistants, committee participants, mentors, and fundraisers. The SECEC will leverage their background to align volunteer placements with program needs, ensuring seamless integration of volunteer efforts into daily activities. Volunteers will be matched with roles based on their skills, interests, and availability. These volunteers are carefully integrated into program schedules to align their availability and skills with high-need periods, such as after-school homework support and enrichment sessions. They will engage in reading activities, enrichment activities, and mentoring, scheduled to align with the program's academic and enrichment activities. This strategic alignment ensures that volunteer efforts are both impactful and responsive to student needs.

BGCL will recruit at community events, schools, religious organizations, and local businesses, as well as through social media and partnerships. Additionally, BGCL will maintain partnerships with local businesses such as Carter's and Kohl's, whose teams frequently volunteer in groups to support various activities, including organizing enrichment sessions, assisting with events, and helping maintain Club facilities. The SECEC will set a measurable goal of recruiting 50 volunteers annually, ensuring at least 10 are bilingual and 15 are senior citizens.

#### Volunteer Onboarding and Support:

All volunteers who are in direct contact with children undergo a rigorous screening process, including interviews, a national criminal and Georgia Bureau of Investigations background check, and a drug screen to evaluate their fitness for service, and orientation. Details regarding the background check process for employment are outlined later in this section and apply equally to volunteers. Orientation sessions cover safety protocols, effective student interaction, activity planning, and mentoring techniques.

#### Senior Volunteer Recruitment:

Many BGCL donors, often retired professionals, transition into volunteer roles, enriching the program with their passion and commitment. Senior volunteers contribute to intergenerational learning by mentoring students, facilitating activities like arts and crafts, and supporting academic programs. They work alongside younger volunteers, fostering cross-generational collaboration that enhances social-emotional development among participants.

#### Background Checks Policies/Procedures/Employment Fitness Determination:

BGCL's leadership and management teams follow a comprehensive screening and hiring policy approved by our Board of Directors. This policy ensures BGCL complies with all local, state, and federal laws regarding background checks, upholding non-discriminatory practices across all hiring processes. National and GBI criminal background checks are conducted for all potential employee candidates and contractors to evaluate their fitness for employment, using the same standards for all applicants, regardless of race, national origin, gender, or other legally protected characteristics. As mentioned above, this policy also applies to volunteers.

As part of the hiring process, applicants complete an employee application, which is screened by the Human Resources (HR) department for suitability. Once reviewed, HR forwards qualified applications to the relevant managers, who conduct interviews. As part of the selection process, at least two positive reference checks are required, and applicants must submit to a drug screening. A fingerprint-based background check is also performed. All background checks include social security verification, Sex Offender Registry, and comprehensive local criminal reports which includes a national and a statewide or county search. HR reviews the results of the criminal background check to ensure the applicant meets the safety and fitness standards required by the organization. BGCL does not employ any person with a criminal background with the following barrier crimes: violent crimes, misdemeanor or felony crimes against children, including child pornography, felony crimes, drug possession, drug use or distribution of drugs within the last five years, and sexual crimes. Criminal records that appear that are not barrier crimes are subject to consideration of the CEO. If any criminal history appears, HR conducts an individualized assessment based on the nature and timing of the offense in relation to the responsibilities of the role, following legal guidelines and the organization's policies.

BGCL considers the type of crime as well as the time that has passed since the offense in evaluating potential employees with criminal backgrounds that are not barrier crimes.

Additionally, all employees undergo annual background checks as part of our ongoing compliance with safety standards. The background check process is integral to our commitment to maintaining a safe environment for both employees and program participants. These policies are followed uniformly to ensure all personnel meet the standards of fitness necessary to support BGCL's mission

effectively and responsibly.

#### Ensured Academic/Enrichment Student-to-Staff Ratios:

During after-school programming, BGCL ensures low student-to-staff ratios to foster a supportive learning environment. Enrichment activities maintain a 1:15 ratio, ensuring adequate supervision, management, and adequate delivery of services. Students will be split into groups of no more than 15 for each enrichment activity, allowing staff to focus on small group interactions and engagement. For academic tutorials, the student-to-staff ratio will be 1:10, with students divided into groups of 10 or fewer, allowing for focused, ensuring adequate supervision, management, and adequate delivery of services. Additionally, youth development professionals will work alongside the instructional staff, maintaining the 1:10 and 1:15 ratios to further academic development and positive youth engagement. Furthermore, the Special Education Youth Development Professional will support small groups of students with disabilities, ensuring a 1:5 ratio for individualized attention and tailored support to meet their specific learning needs. These ratios are designed to meet the program's goals and objectives, ensuring that students receive both personalized academic support and high-quality enrichment activities. The proposed budget includes funding to hire sufficient staff to maintain these ratios based on the expected number of students and program implementation.

#### Implementation Strategies to Support Ratios:

To ensure these ratios are met, the program will implement structured group rotations for both academic and enrichment activities. Students will transition through planned activity blocks, with each group assigned a specific staff member for the duration of the activity. This rotational model ensures that groups remain small and that each activity is supported by trained instructional staff or youth development professionals.

Additionally, staff schedules are designed to align with activity requirements, ensuring sufficient personnel are available for both academic and enrichment components. For example, during high-demand periods, such as academic tutorial sessions, additional support staff will be allocated to maintain the 1:10 ratio.

#### Expected Certifications and Qualifications of the Instructional Staff:

**Enrichment Instructors:** Enrichment instructors are independent contractors with specialized expertise in the subjects they teach, including academic, social, creative, and physical enrichment activities. They are expected to be familiar with the Georgia Standards of Excellence.

**Tutors:** BGCL prioritizes hiring tutors with a strong educational background and relevant experience. While certification by the Georgia Professional Standards Commission (GaPSC) or the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) is preferred, it is not a requirement for tutoring positions. The qualifications required for employment include a bachelor's degree in education or a related field, experience in the classroom, and knowledge of the Georgia Standards of Excellence, ensuring that our tutors have the pedagogical knowledge and practical skills needed to support student learning effectively.

**Youth Development Professionals:** Youth development professionals are part-time staff with knowledge in positive youth development, experience working with children, and the ability to motivate youth and manage behavior problems. They are expected to have at least a high school diploma. They are expected to create engaging and supportive environments for students, facilitating both academic and enrichment activities. Additionally, they complete ongoing professional development to ensure alignment with program goals and best practices.

**Special Education Youth Development Professional:** The Special Education Youth Development Professional (SE-YDP) will be an integral part of our team, supporting students with disabilities in both academic and enrichment activities. The SE-YDP is expected to have at least a bachelor's degree in special education or a related field is preferred. They must have experience working with children with diverse learning needs, particularly those with disabilities, and demonstrate a strong understanding of individualized education plans (IEPs) and behavior management strategies (BIP). Additionally, the SE-YDP must have experience implementing accommodations and modifications to help students succeed in the after-school setting. While certification by the Georgia Professional Standards Commission (GaPSC) as a special education teacher is preferred, it is not a requirement for the position. The SE-YDP will complete relevant training in special education best practices, behavior management techniques, and inclusive teaching methods to ensure they are equipped to support students effectively.

#### Ongoing Professional Development Opportunities:

BGCL prioritizes ongoing professional development to ensure that staff effectively implement academic and enrichment programming, fostering the growth and success of our students. All staff will receive continuous, structured training throughout the year to support their roles in program

planning, implementation, and monitoring. Staff are required to complete a minimum of 40 hours of training/professional development within their first year, with specific milestones for the first 12 months.

**Professional Development Structure and Delivery:**

First 90 Days: Staff will complete online courses through BGCA's Spillet University (SLU), a comprehensive training site dedicated to enabling Clubs to have the greatest possible impact on youth by strengthening the leadership capabilities of staff at every level of the organization, covering essential topics such as positive behavior promotion, academic success strategies, high-yield learning activities, introduction to the Power Hour program, and trauma-informed practices. Additional safety training (provided by Redwoods Group) will cover areas such as playground safety, field trip protocols, and transportation safety.

Months 4-7: Staff will engage in courses focused on youth development, engagement, and cultural responsiveness, as well as training from the Weikart Center on conflict resolution and cooperative learning. Key milestones include understanding Continuous Quality Improvement (CQI) practices and utilizing the CQI toolkit to monitor and enhance program quality.

Months 8-12: Staff will complete training on advanced programming techniques, including youth leadership and youth input, planning, reflection, and program quality assessments. Ongoing training will also cover effective strategies for program implementation and Positive Behavioral Interventions and Supports (PBIS).

**Professional Development Beyond Year One:**

BGCL is committed to providing regular, ongoing professional development opportunities for staff beyond the first year. BGCA offers a variety of online webinars and resources through SLU, ensuring staff have access to relevant, updated training. These resources include webinars on topics like youth development, academic support strategies, and health and wellness programming, which are always available for staff to engage with at their own pace.

Additionally, the 21st CCLC program director holds monthly meetings with site coordinators to engage in professional development activities. These meetings include collaborative discussions on topics such as program planning, staff management, data-driven decision-making, and strategies for fostering student engagement. Site coordinators also receive tailored professional development based on the needs of their specific sites, ensuring that all staff are equipped with the skills necessary to meet program goals and objectives. As part of ongoing professional development, the 21st CCLC program director will incorporate training on the SEB goals and strategies into monthly meetings with site coordinators. This research-based training, developed in partnership with the BESSI Lab LLC, will help staff recognize and enhance their own social and emotional development skills, which they will then use to teach students and engage parents.

**Professional Development Frequency and Evaluation:**

Training will be provided through online platforms such as SLU, Youth for Youth, and the Foundations Inc. portal, as well as through in-person meetings and workshops and in-person conferences such as the Beyond School Hours, 21st Century, BGCA Leadership Conference, BGCA National Conference, and Georgia After-school Alliance events. All professional development activities will be evaluated to ensure they meet the needs of the program and are effectively applied to daily practices.

*(Word count is 2964)*

Is the program director known at this time?  Yes  No

If so upload their résumé.

Download résumé for the program director

Download résumé: [Boys&Gir\\_resume\\_46\\_11414.pdf](#)

**Partners Table**

Program Name: Habersham Elementary Success Academy

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Baldwin Elementary School	SD	In-kind	\$30,500.00	Goals 1-3: Provide data for ongoing student assessment, space for the program to operate, and afterschool snacks; assist with recruitment, and coordinate transportation.

BESSI Lab LLC	OTH	Paid training and evaluation	\$3,000.00	Goal 2: Provide social-emotional-behavioral training to staff and evaluate outcomes of BESSI pre/post-tests to measure Objective 1.
Habersham County Public School System	SD	Paid transportation and in-kind data access	\$100,000.00	Goals 1-3: Provide transportation beyond budgeted amount, provide access to student data.
Hazel Grove Elementary School	SD	In-kind	\$35,000.00	Goals 1-3: Provide data for ongoing student assessment, space for the program to operate, and afterschool snacks; assist with recruitment, and coordinate transportation.
Woodville Elementary School	SD	In-kind	\$30,500.00	Goals 1-3: Provide data for ongoing student assessment, space for the program to operate, and afterschool snacks; assist with recruitment, and coordinate transportation.

Program Name: Habersham Elementary Success Academy

***E. Advisory Council and Operating Partnerships (5 Points)***

To ensure broad-based community, school, and student involvement and support, all 21st CCLC subgrantees are required to establish a local 21st CCLC Advisory Council composed of students, teachers, parents, community agencies, and the private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of two (2) meetings per year must be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students from each target school.

In addition to the narrative, applicants must provide a description, through a signed Memorandum of Agreement (MOA) of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. Each identified partner, LEA, and school(s) served must sign its own MOA. For example, an LEA must submit a signed MOA between itself and the school(s) served.

**Detailed Plan of Action to Develop Advisory Council / Who Serves on the Council:**

The 21st CCLC Success Academy Advisory Council has been established in collaboration with the participating school districts, participating schools, and other community stakeholders. This council serves all 21st CCLC programs under BGCL due to the scale of operations and overlapping roles of key members, ensuring cohesive oversight and efficiency. While we recognize that having a separate council for each program could provide more individualized support, this approach is not practical in our circumstances. For example, key school and district administrators would be required to serve on multiple councils and attend numerous meetings, which their schedules simply cannot accommodate. By maintaining a single, unified council, we balance the need for comprehensive oversight with the realities of stakeholder availability, ensuring effective collaboration and representation without overburdening participants. Additionally, all 21st CCLC programs under BGCL operate within the same geographic region and serve populations with roughly the same needs. The programs also share similar goals, such as improving academic achievement, fostering social-emotional development, and engaging families. This commonality allows the unified council to address challenges, identify opportunities, and provide strategic guidance effectively. These shared objectives contribute to the council's success by ensuring focused discussions and impactful decision-making. The council is representative of all stakeholders and exceeds the minimum requirements for parent and student participation.

**Membership Composition:**

The council includes 38 members to represent all stakeholders effectively while maintaining manageable group dynamics. Members include:



21st CCLC Program Director

BGCL Operations Administrator

7 BGCL Site Directors

2 BGCL Area Managers

7 Tutors

3 Parents of Success Academy students

4 Success Academy students

12 School and district officials

21st CCLC external evaluator

The council meets twice per year, a frequency designed to accommodate the busy schedules of school administrators, while adhering to grant requirements. Each meeting focuses on current and future program needs, operational concerns, and sustainability strategies. Parent and student voices are actively incorporated through structured feedback sessions during meetings, ensuring their input directly informs decisions. Between meetings, Advisory Council members are expected to maintain active involvement through virtual check-ins, email discussions, and regular updates from program staff. These smaller group interactions allow members to delve into specific topics, such as reviewing program documents (e.g., student performance reports and curriculum alignment), planning outreach efforts, and strategizing around council recommendations. These discussions are complemented by shared reports and updates sent via email, ensuring all members remain informed and engaged. Additionally, members assist with outreach, volunteer recruitment, and partnership development, ensuring continuous collaboration that supports the program's mission and goals despite fewer formal meetings. This approach to ongoing engagement ensures that members remain actively involved despite infrequent in-person meetings. Minutes for each meeting are the responsibility of BGCL. Recording and maintaining attending participants' names and affiliations is the responsibility of BGCL. The meeting agenda and minutes are recorded and disseminated to all members via email with files stored in BGCL's shared drive and maintained by the 21st CCLC Program Director.

Primary Functions of the Council:

The 21st Century Community Learning Center (21st CCLC) Advisory Council is central to ensuring the program remains aligned with the needs of students, families, and the broader community. Functioning as a collaborative body, the council is instrumental in overseeing and evaluating program effectiveness, setting strategic goals, and advocating for the program at both community and policymaking levels. Members contribute to shaping meeting agendas, ensuring discussions are grounded in diverse perspectives, and reflecting the cultural and educational dynamics of the populations served.

Through its efforts, the council strengthens connections between the program and community stakeholders, enhances cultural competence, and ensures the program remains responsive to evolving needs. It plays a key role in resource allocation by evaluating the effectiveness of resource use and recommending policies to improve program impact. Quality improvement is a continuous focus, with the council monitoring program outcomes, recommending improvements, and sharing best practices. Additionally, members actively promote the program, foster community engagement, and encourage parent and family participation, which are critical to long-term success.

Key areas of focus for the council include program operations, identifying and addressing student needs, and exploring opportunities for program expansion and improvement. Meetings often address essential topics such as expenditures, scheduling, operational policies, marketing, curriculum alignment, and compliance with state requirements. The council also reviews student progress through various indicators, including tutor feedback, staff reports, and data from formative and summative assessments, ensuring a data-driven approach to evaluating and improving program outcomes.

By fostering a holistic approach, the Advisory Council serves as a vital link between the 21st CCLC program and the community, ensuring the program's continuous improvement and sustainability while addressing the educational and social needs of its participants. All recommendations are carefully reviewed and implemented as appropriate by the 21st CCLC Program Director, ensuring alignment with the program's mission to support student success during and beyond the school day.

The most recent advisory council meeting, held on November 21, 2024, was a pivotal moment in shaping the future of the proposed program. Key stakeholders, including Dr. Davis, the Director of

Elementary Schools for Habersham County, participated in the meeting, representing both current Habersham County programs and the proposed program. The council focused on discussing the specific needs of the student population, identifying potential operational challenges, and exploring strategies for future growth and sustainability. These conversations laid the groundwork for actionable recommendations that are now being integrated into the program's ongoing development. Dr. Davis, alongside other council members, shared valuable insights from existing programs, notably emphasizing that the current program staff excel in communication and are deeply focused on meeting student needs. This feedback was critical in ensuring that the new program aligns with current best practices and the needs of the community. Efforts to further strengthen the council's representation from parents, students, and community partners are ongoing, ensuring the council reflects the full diversity and needs of the community as the program continues to take shape.

#### Plan to Enhance Advisory Council Engagement:

We aim to strengthen the engagement of existing Advisory Council members by fostering deeper involvement and collaboration. Site Coordinators will actively connect with members and parents during program activities, family events, and regular touchpoints, ensuring members remain informed and invested in the council's initiatives. Council members will participate in smaller, informal working groups to focus on specific areas such as curriculum review, event planning, or outreach, promoting meaningful contributions aligned with their expertise or interests.

Additionally, we will provide opportunities for members to lead discussions during council meetings, allowing them to take ownership of key projects. Quarterly updates via email will include progress reports, opportunities for feedback, and action steps to ensure continued participation and accountability. By enhancing communication, promoting leadership roles, and tailoring engagement opportunities to members' strengths, we aim to cultivate a dynamic and active Advisory Council that effectively supports the program's goals.

#### Plan Regarding Obtaining/Preparing/Distributing Snacks:

Nutritious snacks for the program are provided as in-kind contributions by Baldwin Elementary School (BES), Hazel Grove Elementary School (HGES), and Woodville Elementary School (WES) ensuring they are sourced and delivered at no cost to the 21st CCLC program. BES, HGES, and WES collaborate with their food service providers to prepare pre-packaged items that meet USDA nutritional standards. These snacks may include individually wrapped portions, such as granola bars, fruits, or vegetables, or single-serve complete meal packages.

The preparation process is managed entirely by BES, HGES, and WES's food service team, ensuring compliance with local health and safety regulations. Snacks are transported directly to the program site by BES, HGES, and WES staff on a pre-determined schedule, aligned with daily program needs.

At the site, snacks are distributed by program staff to students at designated snack times. BGCL staff oversee distribution to ensure each student receives their snack promptly. This system ensures efficient delivery and consumption of snacks, aligning with the program's commitment to student well-being.

#### MOA/Partners Table Completion:

Boys & Girls Clubs of Lanier (BGCL) has established formal partnerships with key stakeholders to support the successful implementation of the 21st CCLC programs. Each partnership is formalized through a detailed, signed Memorandum of Agreement (MOA) that clearly defines the roles, responsibilities, and contributions of each entity, as required by the grant. These MOAs are included in the attachments and correspond to the entities listed in the completed Partners Table.

Key partners for the Habersham Elementary Success Academy include the Habersham County School District, Baldwin Elementary School, Hazel Grove Elementary School, Woodville Elementary School, and BESSI Lab LLC. Each partner plays an integral role in program delivery, which is outlined in their MOAs. Specifically, these agreements detail:

The partner's specific role and services (e.g., participant identification and referral, transportation coordination, and annual needs assessment participation).

Contributions of resources, expertise, and funding (if applicable).

Alignment with Government Performance and Results Act (GPRA) measures and the data collection plan to track program impact and outcomes.

A description of how the partner's expertise and resources will support program goals and objectives.

Provisions for data-sharing agreements, ensuring confidentiality and compliance.

Partnership duration, responsibilities, and an annual review statement to assess and refine collaboration.

Signatures from responsible parties, solidifying the commitment.

These partnerships provide a robust foundation for meeting the diverse needs of our students. The Habersham County School District, Baldwin Elementary School, Hazel Grove Elementary School, and Woodville Elementary School offer critical logistical and operational support, while BESSI Lab LLC contributes specialized expertise in behavioral success strategies. These collaborative efforts ensure the program meets its goals, from enhancing academic achievement to fostering social-emotional growth.

All partners are invited to participate in the 21st CCLC Advisory Council, contributing valuable insights to program evaluation and improvement. The inclusion of these MOAs, which address all necessary grant elements as specified in the rubric, underscores BGCL's commitment to fostering meaningful, results-driven collaborations to benefit the students and families served by the Habersham Elementary Success Academy.

*(Word count is 1644)*

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

MOA:

Baldwin Elementary School

MOA: [Baldwin Elementary School\\_moa\\_46\\_87.pdf](#)

BESSI Lab LLC

MOA: [BESSI Lab LLC\\_moa\\_46\\_85.pdf](#)

Habersham County Public School System

MOA: [Habersham County Public School System\\_moa\\_46\\_86.pdf](#)

Hazel Grove Elementary School

MOA: [Hazel Grove Elementary School\\_moa\\_46\\_88.pdf](#)

Woodville Elementary School

MOA: [Woodville Elementary School\\_moa\\_46\\_89.pdf](#)

Habersham County Public Schools

MOA: [Habersham County Public Schools\\_moa\\_46\\_80.pdf](#)

Baldwin Elementary School

MOA: [Baldwin Elementary School\\_moa\\_46\\_23.pdf](#)

Hazel Grove Elementary School

MOA: [Hazel Grove Elementary School\\_moa\\_46\\_25.pdf](#)

Woodville Elementary School

MOA: [Woodville Elementary School\\_moa\\_46\\_24.pdf](#)

Program Name: Habersham Elementary Success Academy

#### ***F. Collaboration and Communication (6 Points)***

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

Program Information Dissemination to LEAs, Schools, Parents, Students, and the Community:

Boys & Girls Clubs of Lanier (BGCL) ensures that all stakeholders—districts, schools, students, parents, community members, and partner agencies—receive understandable and accessible information about the 21st CCLC program. This information includes:

**Program Basics:** Dates and hours of operation, location, goals, objectives, and a description of the program's purpose and offerings.

**Cost:** Understanding that some families might assume the program has a fee and refrain from applying due to financial concerns, we clearly communicate that this program is offered entirely free of charge.

**Success Stories and Student Performance:** Highlights of program successes, measurable student outcomes, and progress aligned with program goals.

**Upcoming Events and Activities:** Details about special events, enrichment activities, and family engagement opportunities.

**Visuals:** Photos or multimedia showcasing program activities to further engage stakeholders.

#### Communication Guidelines for Dissemination:

To ensure clarity and accessibility, BGCL adheres to the following dissemination practices:

1. **Literacy-Appropriate Messaging:** Recognizing the diverse literacy levels within our student and parent population, all written communication is designed to be easily understandable. Texts are concise, use plain language, and incorporate visuals or infographics when appropriate.
2. **Languages:** To address the linguistic needs of the community, all program materials are available in both English and Spanish. Bilingual staff members assist families requiring additional language support.
3. **Formats:** Communication is provided in multiple formats, including print (flyers, brochures), digital (emails, texts, websites), and in-person announcements during meetings and events.
4. **Feedback Mechanism:** BGCL encourages open dialogue with families and partners through surveys, comment boxes, and direct feedback during meetings. This ensures that dissemination methods remain effective and responsive to stakeholder needs.

#### Information Dissemination Timelines, Methods, and Responsible Personnel:

To ensure clear and effective communication about the 21st CCLC program, BGCL has established detailed dissemination guidelines addressing how and when information will be shared with stakeholders, along with designated personnel who are accountable for the dissemination of all program information.

#### Methods of Dissemination:

1. **Printed Materials:** Flyers, brochures, and banners will be displayed on-site and throughout the community. Materials will include program details and will be translated into English and Spanish to accommodate our diverse population. Flyers will be distributed through participating schools to reach the entire student population. Flyers will include dates and hours of operation, location, objectives, and promotion of educational activities.
2. **Monthly Newsletters:** A bilingual (English and Spanish) newsletter will be distributed via flyers and emails to families, featuring program highlights, updates on student progress, photos, upcoming activities, and success stories.
3. **Digital Outreach:**
  - a. **Social Media:** Regular posts will feature event details, photos, and program successes.
  - b. **Email Blasts:** These will communicate critical updates, reminders, and event notifications to parents, partners, and stakeholders.
  - c. **Website Updates:** The BGCL website will serve as a central hub for all program information, including program locations, registration, schedules, photos, descriptions of activities, and partner recognition.

d. Reminder Application Blasts: These app notifications will ensure families remain informed about key activities and events.

#### 4. Direct Communication:

a. Academic and behavioral reports created by program staff and tutors will be sent home with students on a monthly basis.

b. Annual formative and summative evaluation reports will be shared with LEAs, schools, teachers, students, families, and advisory council members to maintain transparency and demonstrate program progress. Summative evaluation reports will also be available on the BGCL website.

c. Regular Advisory Council meetings will serve as a platform for discussing program progress, sharing evaluation updates, and gathering feedback from stakeholders.

#### 5. Community Messaging:

a. Word-of-Mouth and Events: BGCL staff, Advisory Council members, and partners will promote the program during community events, school open house events, parent meetings, and through informal networks.

b. Media Releases: Press releases and annual reports will highlight program achievements and milestones.

#### Timelines for Dissemination:

June 2025: Community-wide marketing and promotion will begin to ensure early awareness and enrollment opportunities.

Annually: Evaluation reports are shared and annual reports are developed.

Bi-annually: Advisory Council meetings.

Monthly: Newsletters and progress reports will be distributed at the start of each month.

Weekly: Email and reminder app notifications will be sent to keep families informed of ongoing activities.

Ongoing: Social media posts, website updates, community events, and flyers will be regularly refreshed to reflect current activities and schedules.

#### Responsible Personnel:

The 21st CCLC Program Director will oversee all communication activities and coordinate Advisory Council meetings, ensuring adherence to the dissemination plan.

The Site Coordinator will prepare and collect relevant program updates, such as student reports and activity summaries.

The Parent Coordinator will focus on engaging families by sharing bilingual resources and tailoring communication to their needs.

Advisory Council Members and the Area Manager will support community outreach and serve as ambassadors for the program.

BGCL Administrative Staff will be responsible for website updates, annual reports, and social media posts.

By combining multiple dissemination methods, aligning with a clear timeline, and assigning dedicated personnel, BGCL ensures effective, inclusive, and transparent communication with all stakeholders involved in the 21st CCLC program.

#### Process/Strategy for Program Staff to Have Access to School-Generated Student Data:

##### Collaboration Framework and MOAs:

Boys & Girls Clubs of Lanier (BGCL) ensures meaningful collaboration with schools through Memoranda of Agreement (MOAs) that explicitly define the strategies for continuous communication and data sharing. These agreements establish a shared vision for the program,

specify roles and responsibilities, and outline processes to access and share student data while maintaining compliance with the Family Educational Rights and Privacy Act (FERPA).

#### Roles and Responsibilities:

The 21st CCLC Program Director and Area Manager will maintain open communication with target schools through scheduled meetings, emails, and calls, ensuring ongoing collaboration. They will serve as the primary liaisons between BGCL staff and school personnel. The Program Director and Area Manager will also ensure that school administrators understand the critical role their data plays in informing the measurement of progress.

The 21st CCLC Program Director will oversee the collection of necessary school-generated data from the LEA, including GTID numbers, report cards, and attendance records, ensuring timely and accurate access to these metrics required to measure progress toward identified objectives. Specifically, the 21st CCLC Program Director will collect GTID numbers for all 21st CCLC students receiving supplemental services for a minimum of 1 hour, in compliance with grant requirements. She will ensure that the LEA is aware of the requirement to report all 21st CCLC participants in the Student Information System (SIS). Additionally, she will provide the LEA with an enrollment roster that includes all students who have been enrolled and participated in 21st CCLC activities for at least 1 hour, as stipulated by the Georgia Department of Education's data-sharing agreement.

The Lead Tutor will engage school day teachers to secure participation in the annual teacher survey, which assesses program impact and student progress and is required to measure progress toward identified objectives. The surveys will be distributed by the 21st CCLC Program Director. Additionally, the lead tutor is responsible for distributing and collecting feedback from participating students' teachers. This supplemental information informs the evaluation toward stated objectives.

#### Communication Methods:

To foster two-way communication, the following methods will be utilized:

**Coordination Meetings:** Program staff will meet quarterly with school principals and teachers to review student progress.

**Email Communication:** Weekly email updates will ensure timely sharing of student performance data, schedules, and feedback.

**Bi-Annual Progress Reports:** BGCL staff will provide progress reports summarizing student outcomes and program achievements, fostering a continuous feedback loop with school personnel.

**Collaborative Events:** School administrators and teachers will be invited to participate in program events, enhancing alignment and shared accountability for student success.

#### Frequency and Timeline:

**Data Collection and Sharing:** At the beginning of the program, the 21st CCLC Program Director will collect GTID numbers for all 21st CCLC students receiving supplemental services, ensuring that participants are marked appropriately in the Student Information System (SIS). This data will be requested from the LEA and shared with BGCL staff at the start of the program. Following this, data will be updated quarterly, after each report card release, to ensure accurate tracking of student progress.

**Quarterly Data Updates:** Following each grading period, the 21st CCLC Program Director will work with the LEA to ensure that the roster of enrolled students participating for a minimum of 1 hour in 21st CCLC activities is updated. This enrollment roster will be submitted to the LEA and verified quarterly to meet Georgia Department of Education's data-sharing requirements.

**Quarterly Progress Reports and Meetings:** The Program Director and Area Manager will facilitate coordination meetings with school staff, including principals and teachers, to review student progress and provide a summary of program outcomes and progress toward identified objectives.

#### Evaluation and Reporting:

The 21st CCLC Program Director will ensure that BGCL's external evaluator has access to the school-generated data to analyze the collected data and measure progress toward program goals.

*(Word count is 1452)*

Program Name: Habersham Elementary Success Academy

### ***G. Student Safety and Transportation (6 Points)***

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

- a. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer);
- b. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
  - i. Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
  - ii. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.
- c. The maximum length of travel time students will travel either to or from the site(s);
- d. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
- e. How the facility will safely accommodate the proposed number of students.

Please note: Purchasing of vehicles of any kind using this funding is prohibited by the GaDOE. Also, the GaDOE will not allow the purchase of vouchers for public transportation (MARTA) due to the liability and risk associated with putting students on transportation without supervision.

#### Detailed Student Safety Plan:

At the Boys and Girls Clubs of Lanier (BGCL), ensuring the safety of all students is a foundational element of our after-school programming. Our approach is rooted in our commitment to provide a safe and supportive environment for students, particularly as they navigate academic and behavioral challenges. We take a comprehensive approach to safety, addressing not only physical security but also emotional and mental well-being, empowering students to make informed and safe decisions.

To meet the safety needs of our program participants, we follow the detailed safety procedures outlined below:

#### 1. Safety Philosophy and Supervision:

BGCL understands that maintaining student safety is essential for creating a positive, engaging environment. Our staff is trained to closely monitor children during all activities, providing constant supervision and ensuring that all safety protocols are followed. We implement a staff-to-student ratio of 1:15 for general activities, with additional support provided during more complex or physical activities, ensuring that students receive adequate supervision.

#### 2. Arrival, Dismissal, and Sign-Out Procedures:

BGCL implements stringent safety protocols for student arrival and dismissal to ensure that students are accounted for at all times:

**Arrival:** Upon arrival at the designated site, students are escorted by school staff from their final class of the day to the after-school program area, ensuring a smooth transition. BGCL staff greet students at the designated entrance and guide them safely into the program space. A designated staff member records each student as present or absent, which is critical for maintaining accurate attendance records and ensuring the safety and accountability of all participants. This process minimizes confusion, ensures all students are accounted for, and reinforces a secure environment where every child is closely monitored.

**Dismissal:** At the end of the program day, students will only be released to parents, legal guardians, or individuals explicitly listed on the student's approved pickup list provided by the parents or guardians. Staff will verify the identity of any individual picking up a student by cross-referencing their photo identification with the approved list. If the individual is not on the list, the child will not be released, and the parent or guardian will be immediately contacted to resolve the situation. This policy ensures that only trusted and pre-authorized individuals can pick up students, maintaining the highest level of safety.

**Sign-Out Procedure:** A clear and consistent sign-out procedure is in place. The parent or guardian must sign out their child using a paper-based or electronic log, and all students will be marked as signed out by a BGCL staff member. This ensures accurate tracking and monitoring of attendance and safety.

Contingency Plan: In the event that a family member cannot pick up a student as planned, BGCL has a backup plan to ensure the child's safety. Parents/guardians are required to provide a list of designated emergency contacts during enrollment. If a family member is unavailable, BGCL staff will contact the listed emergency contact to arrange pick-up. The individual must present valid photo identification and be pre-approved to take custody of the child. This procedure ensures that students are released only to trusted individuals while maintaining safety and accountability during unexpected situations.

### 3. Emergency and Crisis Response:

BGCL has a comprehensive crisis and emergency response plan in place, which includes protocols for responding to active shooter situations, severe weather events, and medical emergencies. The plan is reviewed and updated regularly in coordination with local authorities and school safety personnel. In the event of an emergency, the following procedures will be followed:

- a. Immediate staff notification and activation of the emergency response plan.
- b. Clear communication with students and staff regarding evacuation or shelter-in-place procedures.
- c. Designated safe areas within the facility for students to gather.
- d. Regular emergency drills to ensure preparedness.

### 4. Facility Safety and ADA Compliance:

BGCL's facilities are designed to accommodate the needs of all students and meet or exceed safety and accessibility standards. Each site complies with the Americans with Disabilities Act (ADA) to ensure that students with disabilities have equal access to program activities. Our program spaces are equipped with ramps, elevators, wider doorways, and accessible restrooms, and any specialized equipment or accommodation needed will be provided as requested by families. The designated sites for our program, Baldwin Elementary School, Hazel Grove Elementary School, and Woodville Elementary School, are fully compliant with ADA regulations, ensuring that all areas used by the after-school program are accessible to students with mobility challenges. The program space will be arranged to ensure safe and efficient movement throughout the facility, with clear signage and unobstructed exits.

### 5. First-Aid and CPR Training:

All BGCL staff members are trained and certified in basic first aid and CPR. A fully stocked first-aid kit is kept on-site at all times, and any necessary medications for students will be administered only with parental consent and in accordance with BGCL's medical policy.

### 6. Weather Safety Protocols:

BGCL is committed to ensuring the safety of all students during severe weather events. Our weather safety policy includes:

Monitoring weather conditions throughout the day.

Immediate action in response to any severe weather alerts, including moving students to designated safe areas during thunderstorms, tornadoes, or other weather events.

Communication with parents and guardians to keep them informed during severe weather conditions, including any changes in the program schedule or early dismissals.

### 7. Accommodating the Number of Students:

BGCL ensures that the designated afterschool areas at Baldwin Elementary School, Hazel Grove Elementary School, and Woodville Elementary School can safely accommodate the program's students by utilizing a variety of well-equipped spaces, including numerous classrooms, the cafeteria, the gymnasium, and the playground. Each area is specifically assigned for different activities, such as large group physical education, meals, academic enrichment, and outdoor play, ensuring a smooth rotation of activities without overcrowding. These spaces are compliant with safety standards, including fire codes and ADA accessibility requirements, and are arranged to allow students to engage in age-appropriate activities with proper supervision. This strategic use of facilities ensures a safe and structured environment for all participants while supporting diverse program needs.

### 8. Liability Insurance and Safety Inspections:

BGCL maintains comprehensive liability insurance to cover all activities and staff during program



hours. Additionally, BGCL employs a full-time Safety and Facilities Manager who oversees the organization's safety protocols, implements safety training, and facility operations. BGCL's Safety Committee conducts quarterly safety inspections of all program sites to ensure that the facility remains in compliance with all local safety regulations and codes. Any necessary improvements or modifications are promptly addressed to maintain a safe environment for students.

Additionally, BGCL's commitment to emotional safety directly enhances the overall safety of its programs, creating an environment where students feel secure, respected, and engaged. By promoting self-awareness, students learn to recognize potentially unsafe situations and advocate for their well-being. Positive role models among staff set behavioral standards and provide guidance, reinforcing safety during activities. Clear rules and structured expectations further establish a sense of order and predictability, reducing risky behaviors and fostering self-discipline. Additionally, designated safe spaces ensure that every child feels comfortable, enabling them to focus on personal growth and learning without fear or distraction.

To uphold this safe environment, BGCL invests in annual staff training to address critical safety topics. Staff members are equipped to recognize and respond to signs of child abuse, understand their responsibilities as mandated reporters, and identify manipulative behaviors that could threaten students. These practices align with organizational policies and national safety standards, ensuring that staff members are well-prepared to create a protective and supportive space for all participants. Together, these strategies safeguard physical and emotional well-being while empowering students to thrive in a safe, structured environment.

#### Detailed Transportation Plan:

##### How Students Will Travel Safely to and from the After-school Program Sites/Parent and Family Pick-Up:

The Habersham Elementary Success Academy (HESA) program will operate directly within the school buildings, eliminating the need for transportation to the program site. The program will begin immediately after school dismissal, ensuring a seamless transition for students. At the conclusion of the after-school program, all students will be picked up by family members or designated guardians. The program will not utilize district buses or any other non-district transportation services for students traveling home from the after-school program. As such, there is no need for a transportation policy related to non-traditional vehicles, insurance coverage, driver qualifications, or maintenance.

A mandatory parent meeting will be held before the program launch to review the dismissal and sign-out procedures. BGCL staff will clearly communicate safety protocols, including the requirement for family members to sign students out before leaving the site. This ensures accountability, strengthens trust with families, and provides a structured and safe process for dismissal.

To further enhance safety:

1. **Controlled Dismissal Process:** Students will remain in a supervised area at the end of the program until their family member arrives. BGCL staff will oversee the sign-out process, verifying identification as needed, and ensuring each student is safely released to an authorized adult.
2. **Late Pick-Up Protocol:** For any students who are not picked up on time, BGCL staff will contact the designated emergency contacts provided by the family to ensure no child is left unsupervised. Staff will remain on-site with the student until a family member arrives.
3. **Daylight Considerations:** As the program operates during fall and winter months when daylight hours are limited, dismissal procedures will prioritize safety. Families will be encouraged to pick up students promptly at the designated dismissal time to ensure a seamless and safe transition. Staff will escort students to their cars in a well-lit, supervised area, minimizing any exposure to dark conditions during fall and winter months.

##### Maximum Length of Student Travel Time for the After-School Program:

Because transportation home will be provided exclusively by family members, travel time will depend on the individual proximity of each family to the school, which is outside the program's control. However, as all participating students live within the school's attendance zone, it is anticipated that most students will travel no more than 30 minutes to reach their homes. This timeframe is age-appropriate for K-5 students and ensures they will not endure extended commutes after program hours.

##### How Students Will Travel Safely to and from the Summer Program Site/Exclusive Use of District Buses:

The HESA summer program will exclusively use district buses to transport HESA students to and from the summer program and for off-site field trips. All summer transportation will be provided by district-approved, licensed, and safety-inspected school buses. These vehicles are fully insured under the school district's liability coverage, ensuring the students are covered for any accidents while in transit. The buses meet safety standards and undergo routine maintenance, including periodic inspections as per district guidelines. Given the exclusive use of school district buses for the summer program, there is no need for a transportation policy regarding non-traditional transportation services.

To ensure the safety of all students, each student will be escorted from the HESA summer program to their designated school bus by a staff member. Staff members will supervise students as they walk to the bus, ensuring that no student is left unsupervised during the transition. This procedure minimizes the risk of students becoming separated from the group or encountering any safety concerns while traveling to the bus.

The staff member will confirm the student boards the correct bus and will ensure they are seated safely before the bus departs. In case of any issues, such as a student needing assistance or a bus being delayed, the staff member will remain in communication with the program director to ensure proper resolution.

Maximum Length of Student Travel Time Home from the Summer Program:

No student will travel more than 45 minutes from the after-school program to their home. This time frame was determined based on several factors:

1. **Age Appropriateness:** The students participating in this program are in grades K-5, which are younger children who may experience discomfort or fatigue during extended travel times. The 45-minute travel time ensures they are not overburdened, considering their developmental stage.
2. **Proximity to Program:** The program is located within the school, and we anticipate that most students live relatively close to the program site. All students live within the designated bus routes and are therefore eligible for district transportation, ensuring the 45-minute travel time remains realistic. This is a reasonable length of time considering the local geography and bus routes.
3. **Program Hours and Time of Year:** The program begins at 9 a.m. and ends at 4 p.m. The 45-minute maximum travel time accounts for the program's hours, as well as potential delays during the commute. Additionally, since the program takes place during the summer months, when daylight hours are longer, this timeframe ensures that students will arrive home during daylight hours.

Bus Driver Protocols:

1. **Driver Qualifications & Training:** All district bus drivers are required to meet school district and Department of Transportation (DOT) standards. They undergo specialized training in student safety, emergency procedures, and student discipline management.
2. **Background Checks:** Drivers undergo national criminal background checks to ensure the safety of students during transportation.
3. **Motor Vehicle Record Checks:** All drivers have their driving records reviewed semi-annually. Any irregularities are addressed promptly through a resolution procedure to ensure the continued safety of the students.
4. **Safety Measures:** In addition to driver qualifications, all buses are equipped with safety features, such as functioning communication systems to ensure students' safety. Bus drivers also adhere to safety protocols while students are on the bus to ensure they are seated properly and remain calm during transit.

Backup Plan for Transportation in Case of Unforeseen Circumstances:

In the event that a student is not transported by the school district bus, an emergency contact system will be implemented. Parents will provide an emergency contact during registration, and in cases where a family member is unavailable, the student will be safely held at the facility until an emergency contact arrives to pick them up. This ensures that students are never left unattended and will be safely transferred to an authorized adult at all times.

*(Word count is 2323)*

Program Name: Habersham Elementary Success Academy

#### ***H. Sustainability Plan (6 Points)***

A preliminary sustainability plan must be developed as part of the application to show how the community learning center will continue the same level of service once the funding has been

reduced to 90% in year 4, 80% in year 5, and ultimately, after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan must include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding.

#### Detailed Sustainability Strategies:

The Boys & Girls Clubs of Lanier (BGCL) has developed a robust sustainability plan to ensure the continuation of 21st CCLC services as funding is reduced in years 4 and 5 and eventually ends. This plan draws on our 70-year history of financial resilience, leveraging our Resource Development Department, Board of Directors, local partnerships, cost-saving strategies, and the involvement of the 21st CCLC Advisory Council. Additionally, BGCL has a strong track record of operating 21st CCLC programs, implementing sustainability strategies to address reduced funding in years 4 and 5 and post award. This experience positions us to execute a well-defined sustainability plan for this project, ensuring long-term viability. The following strategies highlight both our proven success and forward-looking plans:

#### Proven Success in Sustaining Programs:

BGCL has extensive experience operating 21st CCLC programs at various stages of their grant cycles. We are adept at planning and implementing strategies to account for reduced funding. For example:

During the fourth year of a similar program, we secured partnerships with local businesses and civic organizations, such as Rotary Clubs and local chambers of commerce, to offset funding reductions.

Our Resource Development team consistently raises over \$5 million annually through diversified fundraising strategies, as described below, ensuring sustained programming even when grant funding decreases.

These experiences inform our sustainability efforts, ensuring continued success in delivering high-quality programming to underserved youth.

#### Resource Development Department Strategies:

The Resource Development Department, led by Vice President of Development Terri Tubbs, will execute targeted strategies to secure funding, in-kind support, and build long-term capacity, including:

1. **Cultivating and Stewarding Individual Donors:** Personalized plans for donor cultivation include impact-focused communications, annual recognition events, and direct engagement through opportunities to observe the program's outcomes and community impact. We will use compelling storytelling to show program outcomes, building donor trust and loyalty. Long-term donor retention is critical, as research shows that personalized engagement increases donor lifetime value by 23% on average. Our donor stewardship strategies have resulted in a 39% increase in donations from repeat donors over the past year, providing a stable funding base.
2. **Soliciting Corporate Sponsors:** Corporate sponsorship packages will be customized, offering branding opportunities and program alignment with Corporate Social Responsibility priorities. For instance, our partnership with Cargill, a local business, has provided direct program funding and in-kind donations. In 2024, our sponsorships totaled nearly \$200,000.
3. **Direct Mailers and Social Media Campaigns:** Quarterly mailers and targeted social media ads will focus on storytelling, showcasing student success stories and community impact. Social media campaigns, optimized for reach and engagement, will drive online donations.
4. **Securing Additional Grants:** Our Grants Coordinator targets funding opportunities from foundations such as the United Way, focusing on education and youth development. Applications emphasize our proven program impact, backed by measurable outcomes. In 2024, we successfully secured more than \$300,000 in additional grant funding, drawing both from new partners and established funders who consistently support our ongoing programs. This achievement underscores our ability to maintain and expand funding streams while strengthening relationships with key stakeholders. Furthermore, grant funding is increasingly outcomes driven. BGCL's history of achieving measurable impacts aligns with funders' priorities, increasing success likelihood.
5. **Establishing New Funding Partnerships:** Building relationships with new regional partners, such as Norfolk Southern, will diversify revenue sources.

6. **Hosting Special Fundraising Events:** Events like the Annual Gala will expand to include new corporate sponsors, new supporters, silent auctions, and community-focused activities. In 2024, the Annual Gala raised more than \$80,000 and the annual Duck Derby Race raised nearly \$150,000.

7. **Enhancing Volunteer Engagement:** By matching volunteers' interests and abilities with their assignments, we aim to foster a more fulfilling experience for each volunteer, ensuring they are placed in roles that not only align with their skills but also with their passions.

These efforts will be tracked through specific metrics, including fundraising milestones, partnership growth, and grant success rates, to ensure progress toward sustainability goals.

#### Enhancing Existing Partnerships:

Partnerships with businesses and civic organizations will be actively nurtured through deliberate strategies to deepen collaboration and secure ongoing support. For example:

1. **Regular Communication and Engagement:** Partners like Carter's, Buffalo Wild Wings, Kohl's, and Cargill, who provide financial and in-kind support, will receive regular updates highlighting program successes and impact, reinforcing the value of their contributions. Personalized meetings will be scheduled with key stakeholders to discuss partnership goals and potential expansions.

2. **Collaborative Events:** Jointly hosted events, such as volunteer days or community fundraisers, will strengthen ties and provide opportunities for these partners to see the direct results of their support in action.

3. **Recognition and Appreciation:** Public acknowledgment through social media, newsletters, and community events will ensure partners feel valued. Buffalo Wild Wings and Kohl's will be highlighted for their annual donation drives and community promotions, Cargill will be celebrated for its employee giving program, and Carter's will be highlighted for their dedicated volunteerism.

#### Board of Directors' Role:

The Board will actively participate in sustaining the program, with 100% making annual financial contributions. In 2024, all board members contributed financially, with a collective amount totaling almost \$40,000. Members will also leverage personal networks to secure major gifts and corporate partnerships, hosting VIP fundraising events to engage high-capacity donors. High board engagement correlates with increased fundraising success, as demonstrated by national benchmarks in nonprofit governance.

#### Cost-Effective Program Management:

BGCL will implement cost-saving measures to maximize resources without compromising quality or scope of services, directly addressing funding reductions. Strategies include:

1. **Shared Resources:** Utilizing equipment and curriculum across multiple programs.

2. **Volunteer Engagement:** Expanding volunteer recruitment to reduce staffing costs, particularly for enrichment activities.

3. **Operational Efficiency:** Streamlining administrative processes through technology to reduce overhead and ensure financial sustainability.

#### Explanation of High Probability of Success:

The combination of BGCL's historical success in sustaining 21st CCLC programs and the robust strategies outlined above creates a high probability of achieving financial sustainability. By relying on the expertise and proven success of the Resource Development Department and the board, leveraging existing relationships, diversifying revenue streams, and focusing on cost-efficiency, BGCL will ensure this program continues to thrive, providing essential services to students even as grant funding diminishes. Our proactive approach—backed by specific targets for funding, partnerships, and program outcomes—positions us to navigate future funding reductions while maintaining the high impact of our services.

#### Detailed Description of the Funding Plan:

To ensure the sustainability of our 21st CCLC program once funding decreases, we have developed a comprehensive sustainability plan that aligns with the timeline of funding reductions and focuses on diversifying revenue streams, strengthening collaborative partnerships, and establishing long-term financial stability. Our board members and the Resource Development Department have adopted the following fundraising targets: \$33,338 for year 4, \$66,675 for year 5, and \$333,375 to sustain the

program for an entire year after grant funding ends. This plan builds upon the strategies outlined previously, with a focus on clear timeframes for contributions and partnership investments.

#### Funding Plan and Time Frames:

In 2028, the year prior to funding reductions, we will begin implementing our sustainability plan to ensure resources are available for the reduced funding in 2029 and 2030. Goals for this timeframe will include but not be limited to:

1. Retain 65% of major donors and 50% of other donors, elevate five smaller donors to major donor status, and cultivate 30 new donor prospects.
2. Retain 75% of corporate sponsors and cultivate one new corporate partner by June 2028, with commitments finalized by December.
3. Secure three grants from existing partners (e.g., United Way of Habersham County, Truist, Buffalo Wild Wings Foundation) by September 2028, covering costs such as tutor wages.
4. Secure one grant from a new partner to diversify revenue streams.
5. Host annual fundraising events, including the Golf Tournament (September), Gala (October), and Duck Race (May), generating unrestricted funds.
6. Engage volunteers from Carter's and secure one additional organization by November for in-kind program support.
7. The board will maintain 100% giving status and solicit at least one major gift per member.
8. If successful, these efforts will offset the \$33,338 funding reduction anticipated for 2029.

In 2029, these strategies will be expanded:

1. Increase donor retention rates to 70% for major donors and 60% for others, add three more corporate sponsors, and secure four grants, raising funds to offset the \$66,675 reduction in 2030.
2. Finalize contributions from partners by December 2029 to ensure seamless operations in year 5.

In 2030, the final year of 21st CCLC funding, we will focus on securing sustainability beyond the grant term:

1. Achieve 75% donor retention, transition five donors to multi-year pledges, and establish an endowment fund with an initial goal of \$100,000 to ensure long-term financial stability.
2. Host expanded fundraising events and increase corporate partnerships, raising \$333,375 for the program's full operation in 2031.

#### List of Partners and Their Financial and In-Kind Contributions:

Kohl's: \$10,000 annually plus \$500 in in-kind donations (program supplies), finalized by October each year.

United Way of Habersham County: Annual funding of \$30,000, with contributions secured by March of each year.

North Georgia Community Foundation: \$15,000 annually for program expenses, confirmed by September annually.

Cargill: \$10,000 annually and \$500 from employee contributions, confirmed by December annually.

Buffalo Wild Wings: \$10,000 annually and \$1,000 from donation drives conducted at the local restaurant, confirmed by October annually.

Carter's: Provides volunteers estimated at \$2,000 annually.

Mansfield Energy: \$25,000 annually with volunteers estimated at \$5,000.

Northeast Georgia Health System: \$25,000 annually, confirmed by December annually.

#### Other Strategies to Be Used for Sustainability:

Building on lessons from The Roadmap to Sustainability 2023, published by the National Center for

Community Education, our sustainability strategy extends beyond raising money. Sustainability also requires quality programming, proven results, quality control, and a balance of academics with fun and enrichment. These principles form the foundation of our efforts to sustain and grow our 21st CCLC program.

#### 1. Creating a Fun and Engaging Program:

All too often, we tend to only credit sustainability on funding, while sometimes not recognizing our 1st and foremost partnership is with the students we serve. We tend to forget that if students are not excited about attending our after-school programming, eventually, it will not be sustained. We believe the sustainability of our program depends significantly on the enthusiasm and commitment of the students we serve. By offering opportunities tailored to their interests and aspirations, we ensure students are excited to attend and participate. We make concerted efforts to recruit and retain students by offering them enticing and supportive opportunities and programming. We invite students' input in matters that shape their lives, take youth preferences seriously to enhance positive identities, build leadership, relationships, character, and enhance skills in a safe place. We listen to learn about what is important to them, we include youth and their families in program development and evaluations. We work to develop their strengths and meet their aspirations, which validates and keeps our program sustainable.

#### 2. Leveraging Evaluation Results:

Sustaining our outcomes is just as important as sustaining our funding base. We consistently demonstrate our program's effectiveness through evaluations, which are shared with stakeholders, including schools, parents, and potential funders.

- a. The data highlights positive student outcomes and program impact, supporting our ability to secure additional funding or in-kind resources.
- b. Evaluation results from the 21st CCLC program will serve as a cornerstone for engaging federal, state, and local funders, as well as community businesses and foundations.
- c. This strategic communication of results strengthens partnerships and positions the program for continued success.

#### Track Record of Strategic Growth and Sustainability:

Over the past decade, our organization has grown significantly. Our service area has expanded from one county with eight clubs serving 1,625 students to three counties, now reaching 2,852 members across 20 clubs. This growth underscores our ability to leverage resources, meet community needs, and sustain programs. Our success reflects a steady focus on sustainability, with year-round attention to timelines and benchmarks. These efforts have positioned us not only to meet fiscal reductions in years four and five but also to continue expanding our locations and services. Our commitment to "inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, and responsible citizens" remains central to our sustainability strategy. With a proven track record of leveraging resources and achieving outcomes, we are confident in our ability to maintain quality programming and expand to meet the evolving needs of our communities. By integrating these strategies, BGCL ensures its programs remain impactful, responsive, and sustainable, securing a lasting legacy of support for the youth we serve.

*(Word count is 2009)*

Program Name: Habersham Elementary Success Academy

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

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For this RFA, 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 RFA. 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.

Boys & Girls Clubs of Lanier (BGCL) is committed to transparent accountability through a comprehensive quality third-party evaluation appropriate to address our 21st CCLC program goals, objectives, activities, timelines, and documented performance measures and resulting outcomes. A qualified third-party evaluator has been contracted with experience in evaluating 21st CCLC grants. The evaluation will be consistent with providing objective data and information on the service delivery, program results, and participant satisfaction with the program. BGCL will comply with all participation requests in the Georgia Department of Education (GaDOE) grant evaluation. The evaluation will include the two performance indicators for reporting purposes for data collected on participation, stakeholders' involvement, partners, constituents, supporters, participants, and parent/guardian involvement on program outcomes evaluation. The evaluation plan described below is designed for dual purposes: (1) to provide information and recommendations to local program leadership personnel for improving the envisioned programs effectiveness, efficiency, and quality; and (2) to provide measures of progress towards meeting the criteria that will be used by the Department of Education to determine if programs will be provided continuation funds for years two through five of the program. BGCL will follow our policy regarding procurement and contractual services.

#### External Evaluator Use/Description/Qualifications:

BGCL solicits bids for external evaluation annually. Internally, we decide based on organizational fit, knowledge, expertise, and experience with 21st CCLC grant evaluations history and targeted population, cost, and other relevant factors, which are outlined in our annual contract. For our current 21st CCLC programs, BGCL has again decided to contract with the External Evaluator, Pioneer Regional Educational Service Agency (Pioneer RESA). Pioneer RESA is an independent outside third-party evaluation service. The agency serves 15 school systems and is governed by a 19-member Board of Control that functions much like a local board of education. The support they provide includes facilitative, consultative, technical, staff development services, and evaluation services that promote continuous improvement planning, building system capacity to sustain change, and to connect school improvement plans to systemic improvement efforts. They provide a grant evaluation team that offers a qualitative and quantitative survey development and analysis based on a multitude of data analysis methodologies including statistical analysis; interpretation of regional, system, school, teacher, and student-level GMAS/EOCT results; and grant-generated formative and summative assessments. Pioneer RESA has provided services for 83,750 students from 125 different schools throughout a 15-county service area. The team has expertise in grant evaluation for 21st Century Community Learning Center Programs and their staff is trained in statistical analysis and appropriate use of statistical software. Pioneer RESA did not participate in the program or grant development and has no vested interest in the evaluation assessment and the outcomes.

Pioneer RESA evaluators are assigned to programs for evaluation based on the requirements of the grant program and their areas of expertise and training. Pioneer RESA evaluators are bound by the Code of Ethics for Georgia Educators and work diligently to ensure that all documents, analysis results, and reports are accurate, objective, and clearly reflect valid data. The evaluators maintain an effective working relationship with their assigned programs but also maintain an environment that is objective and independent in nature without the inappropriate influence of the school, system, or project staff. The focus of the Pioneer RESA evaluators is to work successfully with programs to produce accurate representations of the programs to address any identified areas for improvement and growth.

The Pioneer RESA evaluator will collect data specific to the measurable goals and objectives throughout the course of the year. The current external evaluator assigned to our agency by Pioneer RESA is Dr. Jason Kaup, who has been our external evaluator since the 2021/22 school year. Data for evaluation of the BGCL 21st CCLC programs will be correlated to the goals and objectives defined in the 21st Century Grant application in the Goals, Objectives, and Activities. Timelines for completion of data analysis and program reports will be developed in consultation with program staff to consider both the times that data becomes available, the due dates of program reports, and the needs of administrators and program personnel for data and reports that are used in project implementation and modification. Should we have any concerns/issues, we can always reach out to the Pioneer RESA Agency Director. The evaluator contract is an annual contract based on no more than 3% of the grant request and the resume credentials of the assigned evaluator are described below.

#### Description of the Qualifications of the Individual Evaluator:

Dr. Jason Kaup's summary of experience qualifications include serving as an educational leader with twenty-four years of experience. He brings proven expertise with an organizational focus, effectively communicating with stakeholders in key areas such as instruction, classroom management, supervision, human resources, external evaluation, education policy, and school district operations. With progressive experience spanning roles from classroom teacher to district office leader, he supports educators and leaders across the region through the extensive network and relationships established via Pioneer RESA. Dr. Kaup holds a distinguished academic background that underscores his expertise in educational evaluation. He earned his Ph.D. in Educational Policy Studies from Georgia State University in 2016. Additionally, he holds an Ed.S. in Teacher Leadership and an Ed.L. in Administration and Supervision from North Georgia College and State University. His other qualifications include a Master of Arts in Teaching (M.A.T.) in Broadfield Science (grades 7-12) and Middle Grades Education (grades 4-8) from Piedmont College, and a Bachelor of Science in Pre-Med/Biology from Limestone College. This extensive and multidisciplinary academic preparation equips her with the knowledge and skills to provide comprehensive and insightful evaluations for education-focused initiatives.

#### Evaluator Qualifications Sought:

BGCL always seeks an evaluator with at least five years of experience conducting 21st CCLC summative and formative evaluations. The evaluator should have demonstrated expertise in research design and evaluation methods, with a deep understanding of the specific tasks and deliverables required for local program evaluations. Key qualifications include:

1. Proficiency in developing comprehensive evaluation plans that include growth, achievement, and process data points.
2. Skills in documenting program activities, developing performance measures, and tailoring evaluations to the program's context.
3. Experience in managing data collection processes, analyzing demographic and attendance data for subgroup trends, and producing actionable recommendations.
4. Ability to produce formal reports and presentations for stakeholders and advisory councils, providing clear insights and guidance.

The ideal candidate must possess strong communication and strategic planning abilities to support program staff in embedding continuous improvement strategies into daily operations. They should have experience observing program activities, conducting both structured and unstructured interviews with staff and stakeholders, and participating as an integral member of a stakeholder team to monitor and adjust the program's approach based on findings.

We expect the evaluator to conduct regular site visits, provide detailed check-ins with program directors, and meet all reporting deadlines, including formative assessments, summative evaluations, and summer program evaluations. These qualifications ensure the evaluator is equipped to drive program success, improve outcomes, and deliver high-quality, data-driven insights. Pioneer RESA and Dr. Kaup meet all of the above criteria.

#### Evaluation Plan Addressing GaDOE's Reporting Outcomes:

Our evaluation plan ensures compliance with GaDOE's Expected Reporting Outcomes by continuously assessing progress toward meeting program objectives and refining the program based on findings. Key components include program descriptions (location, grade levels, and schedules), the goals tied to measurable academic, social development, and family engagement outcomes previously identified in the Goals, Objectives, Activities, and Timeframe table, data sources to measure goals and objectives, measurement timeline, data analysis, report timelines, and evaluation questions for process, formative, and summative assessments.

#### Evaluation implementation activities will include:

1. Monthly Site Visits: Observations of tutoring, enrichment, and parent activities.
2. Advisory Council Engagement: Semi-annual reviews of data, goals, and progress toward objectives.
3. Data Collection & Analysis: Using APlus Cayen (a state supported data management system) and tools like report cards, pre/post-tests, attendance records, communication logs, and teacher surveys to collect data. Collected data will be analyzed using qualitative and quantitative methods to evaluate outcomes across academic and behavioral objectives.



4. Comprehensive Reporting: Mid-year formative reports and annual summative evaluations will assess progress on student attendance, behavior, academic achievement, parent engagement, and program operations, ensuring alignment with 21st CCLC goals.

Evaluation questions focus on determining how activities meet objectives, identifying effective components, and recommending improvements. The evaluator will ensure objectives are met through regular observations, feedback, and data reviews. Results will be shared with stakeholders, including the Advisory Council and the public, fostering transparency and ongoing program refinement.

This plan aligns with the GaDOE's indicators and ensures all data requirements for formative and summative reporting are met, addressing student growth in academics, attendance, and behavior as outlined in the GPRA measures.

#### 3.4.2 Expected Reporting Outcomes Elements Formative Evaluation Requirement:

GaDOE's Expected Reporting Outcomes: Formative Reports:

A mid-year formative report will be prepared, submitted, and delivered to BGCL Board of Directors, the district, and GaDOE no later than February 1st of each funded year – all required elements will be reviewed and presented. Mid-year evaluation reports will include data addressing student attendance, program operation, objective assessment, and recommendations. As required by law, this report will indicate how each activity satisfies the Principles of Effectiveness [Section 4205(b) of Title IV, Part B] and will reveal an assessment of objective data regarding the need for the program, an established set of performance measures aimed at ensuring quality academic enrichment opportunities, and evidence-based research that the program is helping students meet the district academic achievement standards. These results will be used to refine, improve, and strengthen the program and be made available to our stakeholders at 21st Century Advisory Council meetings and the public upon request.

#### 3.4.3 Expected Reporting Outcomes - Summative Evaluation Requirement:

Summative Evaluation:

BGCL will submit an annual summative evaluation report by June 30. The summative report will provide a detailed summary of the program and progress towards meeting each stated goal and objective. This report will allow BGCL to gauge the overall success of the program, as well as the effectiveness of specific components and underlying strategies. The summative evaluation will identify strengths and weaknesses, benefits and associated costs, program components and strategies, and the value of revisions to specific strategies. The summative evaluation will provide information regarding overall accomplishments, areas of success on achieving goals and objectives, and program impact on the targeted population. This evaluation will assess the program's success on a quarterly, yearly, and cumulative basis and the program's success in meeting overall goals and objectives, benefits to participants and staffing professional development. The program completed summative report will include, at minimum, the following sections:

1. Overview and history: We will provide a general overview of our 21st CCLC program, including a history of previous operation and how the program has progressed and improved over the past year(s) of operation.
2. Student attendance and enrollment: We will provide an overview of student attendance and enrollment including a comparison of attendance data for prior years, if applicable. We will also provide numbers of regularly participating students, student demographics (e.g., gender, ethnicity), and average daily attendance.
3. Program operation: The summative report will include information on operation for each site within the program. This will include the number of hours per day, days per week and weeks of operation for each component (after-school and summer). The report will also detail the types of activities and services offered during the school year (e.g., homework help, tutoring, STEM, SEB programs, enrichments, physical activity, etc.).
4. Quality of staffing: The composition of site staff is one method for assessing the quality and breadth of 21st CCLC programs. For each site within the program, the summative report will include information about staffing (e.g., student to: staff ratio, staff training, professional development, and use of certified teachers).
5. Objective assessment: The summative report will include detailed information for each objective approved by GaDOE (e.g., activities, data collected, timeline, analysis, and results). We are aware that we are not permitted to revise, reword, or otherwise change our objectives without specific written approval from GaDOE. Approved changes will require a program amendment. We will identify whether each of our objectives were 'Met', 'Not Met' (or 'Did Not Meet'), or 'Unable to be

Measured'. All objectives will be reported on a subgrant level. Subgrantees may report data at a site-specific level, but all objectives will ultimately be reported at the subgrant level. Our evaluation will also include an analysis and comparison of objective achievement for prior years under the current grant cycle, if applicable.

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

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

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

#### Written Reports:

Written formative and summative reports are required to show continuous assessment of progress and should follow the format described in the reporting outcomes sections in the "Guidance for Program Evaluation" Formative Evaluation: unexpected developments. This evaluation ensures that activities and strategies support objectives and are adjusted and revised as needed; essential elements such as staffing, training, curriculum, equipment, supplies, materials, and other resources are available and applicable to the program; program information reaches the appropriate audiences; and participants are progressing towards stated outcomes. This evaluation will utilize quantitative (report card grades, test scores, attendance records, etc.) and qualitative feedback from participants and stakeholders (students, parents, administrators, teachers, and BGCL key program staff) for on-going program improvement. Upon completion of semi-annual evaluations, the CEO, Program Director and staff, and evaluator will assist in determining revisions. BGCL will deliver evidence of such revisions and their outcomes by the following quarter. Each of BGCL's activities as outlined in the evaluation report section satisfies the Principles of Effectiveness as described earlier in this section.

#### 3.4.4 Government Performance and Result Act (GPRA)

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

##### GPRA Measure #1:

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

1.2 Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on State assessments.

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

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

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

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

#### Data Collection Proposed Timeline for Continuous Overall Objective Progress Assessment:

The 21st CCLC program will collect data on various components at scheduled intervals. The evaluation process will include formative and summative evaluations – each employing the use of quantitative and qualitative measures. In the Goals Section, we have provided a detailed outline of all goals and objectives and rather than repeat each of them will refer to each here by number only. The proposed timelines for data collection will allow for continuous and overall assessment of progress on our objectives. In concert with the evaluation team and assigned evaluator, our program staff will use the following strategy to assess the progress towards each of objective identified in the grant narrative:

For Goal # 1, the data sources used to assess progress on objectives 1 and 2 will be report card grades. Benchmark assessments will be collected at the end of each nine-week grading period. The data sources used to measure objective 3 will be BGCL programmatic and attendance records. These records will be maintained daily and collected by the Program Director quarterly. These data sources will be used to provide both a formative and summative evaluation.

For Goal # 2, the data sources used to assess progress on objective 1 will be BESSI pre/post-tests. These tests will be conducted at the outset of the program and benchmark assessments will be conducted mid-year and end of year. To evaluate progress on objective 2, report cards, which encompass attendance records, will serve as the primary data source along with teacher surveys that assess participation rates. Report cards will be collected at the end of each nine-week grading period and teacher surveys will be collected annually. The data source used to assess progress on objective 3 will be BGCA pre/post-tests. These tests will be conducted at the outset of the program, mid-year, and end of year. These data sources will provide both a formative and summative evaluation.

For Goal # 3, the data source used to measure objectives 1 and 3 includes sign-in sheets from parent workshops/family events. The data sources used to measure objective 2 include sign-in sheets from parent workshops/family events, parent attendance records at parent conferences with tutors, and communication logs kept by the Parent Coordinator. These records will be maintained on an ongoing basis and collected by the Program Director quarterly.

The Pioneer RESA evaluator will participate in routine meetings and visitations to discuss formative assessment results and plans for program improvement. Additional consultations may be scheduled as appropriate for program evaluation and guidance. Mid-year and end-of-year evaluation reports will be provided as required by the state to gather data, analyze for goal and objective attainment, and guide for success of the program.

Benchmark data will be collected before the program begins to establish baselines for every objective. We will also use self-reports from students, parents, and the service providers on observed program impact. These self-reports will be collected semi-annually. Data will be tracked and processed using hard copy and database management files. Additionally, the Program Director will collect process data by observing program activities and engaging with staff and participants at monthly site visits. Evaluation instruments will provide timely information to allow for revisions and adaptations as needed. These scheduled data collection intervals ensure continuous and comprehensive tracking of progress, as detailed in our goals and objectives tables. Quarterly and annual evaluations and the accompanying reports will be used to determine progress towards and completion of stated objectives; delivery and success of program activities and components; overall effectiveness in meeting program purposes and performance indicators and success in addressing the needs of the target population. Summative evaluation reports will incorporate findings from all data reviews.

#### Data Collection Methods/Who Will Collect/How Data Will be Collected and Accessed:

With the direction and guidance of the external evaluator, BGCL's Program Director will collect a variety of data (process, descriptive, formative, and summative). Pre, mid, and post-school year data, report cards, and teacher surveys will be collected from the school and the district. BGCL has designated contacts at both the district and the school who are responsible for collecting this information upon request for the Program Director, ensuring that BGCL has access to the data necessary to measure its objectives. BESSI pre/post-tests, BGCA pre/post-tests, programmatic records, sign-in sheets, and communication logs will be collected from BGCL program staff by the Program Director. At a minimum, the evaluator will coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include: Program data, such as enrollment, demographic, attendance, and activity information, to be entered into the web-based tracking system on an on-going basis; Surveys/attendance records/sign-in sheets/communication logs for parents and after-school staff at the end of each school year; and school report cards, including attendance and student grades, ELA/reading and math scores, and school attendance records. In addition, the evaluator will guide the Youth Program Quality Assessment (YPQA) process; Assist the program with initial implementation; Use local data to guide a performance improvement process and a sustainability plan; Review with program staff the 21st CCLC On-site Monitoring Documentation Form; Assist

with the completion and submission of the Annual Report Form; and collect any additional data requested by the local grantee. Data will be used to provide proof that grant activities are being fulfilled and milestones are met to show evidence that the work being performed results in the outcome-driven goals, objectives, and results listed in the grant proposal.

#### Data Collection Types/Measures/Sources:

We will collect two kinds of data. For the process assessment portion of our evaluation, we will collect data on the integrity of implementing our program model. This data will include the number of hours of tutoring provided per student, the number of tutoring sessions per week over what period, the tutoring methods used, etc. For the outcome assessment portion, we will utilize the data we currently collect for our annual performance measures, i.e., student outcomes including ELA/reading, math, SEB skill improvement, and overall increases in reading proficiency, etc.

#### Benchmarks Outcome Evaluation Questions:

Questions includes: Have students improved in their ELA/reading and math ability, SEB development, and college/career readiness skills as anticipated, after their participation in the program? If students improved in their ELA/reading and math ability or SEB development, how much change occurred, in which areas, and in whom have these changes taken place? What tutoring/teaching practices caused the ELA/reading and math ability, SEB development changes in students? How will the outcomes of students enrolled in the BGCL ELA/Reading/Math tutoring, and SEB development program compare with similar students not served by any tutoring program? What other causal factors have an impact (positive or negative) on the desired program outcomes?

#### Benchmarks Process Evaluation Questions:

Questions include: Is our tutoring/teaching model being implemented with integrity? If not, why not? Does the sites' institutional infrastructure support the services provided by BGCL? If so, how so? If not, why not? Are there any modifications that we need to make to our service-delivery based on our outcome findings?

#### Anticipated Methods for Both Continuous and Overall Data Analysis:

BGCL's methods for continuous and overall data analysis will be based on our core values in our evaluation design. That includes focus on the system of data collection and the constant review of data – comparing progress with the grant proposal's scope of work – will help to keep BGCL's staff and stakeholders focused on meeting the objectives, and the performance outcomes of the program. This will also lead to an enhanced level of understanding of service delivery successes, challenges, and solutions. Initial internal staffing implementation meetings will occur monthly. Our evaluation meetings will occur monthly. Programmatic adjustments will be made if needed quarterly; unless there is a clear indication that it is required sooner. We will depend on data collected, comparisons, analysis reports, and evaluator feedback and assessments and adjust accordingly. Management of the BGCL Program: Data, as noted in activity reports, sign-in sheets, and budget expenditure reports, will be systematically collected by staff, school personnel, and the evaluator and shared with stakeholders. The data will allow for the monitoring of program activities and activity schedules - guiding short-term corrections and planning for the future to make sure timelines and activity commitments are met in an efficient manner. Operational Efficiency: Knowing what has been accomplished and what still needs to be accomplished – using data and the BGCL's grant proposal as our guide – will help to streamline service delivery and enhance the coordination of the program's services to students, their parents, and program staff.

Semi-annually, the 21st CCLC Advisory Council will receive comprehensive data reports outlining progress toward objectives and benchmarks. These reports will include analysis by demographic subgroups and attendance trends to ensure insights are detailed and actionable. The Advisory Council will use these data reports to identify areas where the program is underperforming relative to its objectives. During scheduled meetings, council members will collaboratively review findings, identify challenges, and discuss potential strategies for improvement. Recommendations for adjustments, such as refining instructional methods, reallocating resources, or introducing additional supports, will be made and documented. To ensure continuous improvement, the program will establish a structured process for implementing council recommendations. This process includes assigning specific responsibilities to staff members, setting timelines for changes, and conducting follow-up assessments to evaluate the impact of modifications. By continuously assessing progress and revising strategies based on Advisory Council feedback, the program will remain adaptive and aligned with its objectives, ensuring sustained growth and effectiveness.

#### Accountability to the funder, consumers, and stakeholders:

Formative and summative data will produce empirical and documented evidence that BGCL's program is meeting the identified objectives, activities, timelines, commitments and providing the essential services to improve student's academic and behavioral outcomes; and the literacy services

and increased parental/guardian involvement in students' academic progress. Sustainability of the Initiative: Outcome and summative data of the program will serve to produce evidence as to whether the program merits continued expenditures of grant and securing other funds and resources. Replication of Best Practices Outcome and summative data of the program will serve to produce evidence as to whether the program merits replication and expansion within BGCL's general regional area. Progress reports and the continued documentation of program practices and strategies will be compiled as a guide for replication if we indeed pass the "litmus test". That test includes the successful accomplishment of the identified performance measures required for this program.

#### Information Use to Monitor Progress/Report Success to Stakeholders:

The program will use formative and summative evaluation information to review, identify, and assess the program's success and any shortfalls in meeting our goals and objectives. We will capitalize on our successes, address, and restructure any identified shortfall issues in a timely manner to correct/modify our activities to ensure we are complying. As described earlier in this section, we will use both process and outcome evaluation. The process evaluation findings will allow us to make informed decisions towards continued improvement of our program services. We want to train our staff to provide high-quality tutoring and youth development guidance more effectively to our students. The outcome evaluation findings will enable us to decide whether the increased ELA/reading and math abilities, social-emotional-behavioral development, and health/wellness decisions of students are in fact, the result of our program services. The evaluation will provide us with information on causality. The evaluation findings will also be applied to improving promotion and outreach activities for recruiting new BGCL members, new community volunteer tutors, non-profit partners, and strategic business partners. In addition, we will report our findings to other supporters/stakeholders, including funders and community partners, by reviewing evaluation results at Advisory Council meetings and distributing summaries of the evaluations via email to all stakeholders. Evaluation reports will be made available to the funder, BGCL, and the district staff, the 21st CCLC Advisory Council, all other stakeholders, parents, and students annually and upon request. Because of our large English Language Learner population, we will post in English and Spanish the summarized evaluation information using BGCL's website and social media sites.

Our reviews, assessments, and evaluation reports will be based on jointly collected responses and analysis for monitoring. The evaluator will prepare a mid-year and an annual report on these findings with clear plans to address any short falls and modify/develop new plans to strengthen, improve, and refine our program activities and services to meet our identified performance measures.

BGCL, the district, school personnel, the Advisory Council, and the evaluator will use the following list of questions as a base to monitor our progress: 1) Are we on target with number of students, hours, programs, and budget?; 2) What has been / is being accomplished?; 3) Are we meeting the identified goals and objectives?; 4) Are we on target with activities, timelines, and services?; 5) Are the data tools and instruments gathering the information we intended?; 6) What is working?; 7) What is not working - what is needed to correct any of these areas?; 8) Are revisions or changes called accomplishing our objectives?; 9) Are the students/parents needs' being met?; 10) What changes are being realized?; and, 11) How are we looking?

Using Results to Refine/Improve/Strengthen Program and Program Performance: The results of the evaluation will be used by BGCL, the district, school personnel, and the Advisory Council to capitalize on what is working and what is not working. The analysis of the results will be used in a timely manner to ensure that we meet all identified goals, objectives, program activities, and to refine data collection instruments and measurement tools using the following for targeted outcome process measurements:

1. What changes or modifications need to be made to address any discrepancies with being on target with number of students, hours, programs, and budget?
2. How can we expand, increase, or capitalize on accomplishments?
3. Are we meeting the identified goals and objectives?
4. Are we on target with activities, timelines, and services?
5. Are students demonstrating planned improvements?
6. Are parents using literacy services?
7. Are parents/guardians participating in students' academic and behavioral growth?
8. Are we measuring what we intended to measure?
9. Do we need to modify/strengthen our data collection tools and instruments to gather any missing information?

10. How do we expand what is working?
11. What is not working - what is needed to correct any of these areas?
12. Are revisions or changes called for are we accomplishing our objectives?
13. Are the students/parents needs being met?
14. What feedback elements are we missing?
15. Is there anything else we could be doing?
16. How do we capitalize progress for program sustainability?

#### Availability of Written Summative Results/Reports

Evaluation results will be disseminated to stakeholders and made available to the public upon request. A written summative report will be prepared annually, submitted to BGCL, the district, and GaDOE in June, and reviewed to ensure all required elements are presented. The mid-year report and annual summative report will include findings, recommendations, and plans for addressing any shortfalls to improve program outcomes.

To ensure accessibility, reports will be made available in English and Spanish and distributed to stakeholders, including parents, community partners, and Advisory Council members. Notification methods will include:

1. Posting summaries on BGCL's website, social media platforms, and annual reports.
2. Sending notices home with students to inform parents/guardians of availability.
3. Providing instructions for accessing full copies upon request.

This multi-platform approach ensures transparency and timely communication, empowering stakeholders to stay informed and engaged with program progress and outcomes.

*(Word count is 5289)*

21st CCLC Competitive Priority Worksheet FY26

EACH applicant MUST complete the Competitive Priority Worksheet FY26, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

**Fiscal Agent's Name:** Boys & Girls Club of Lanier

[Co-Applicant Guidance](#)

[School Designations](#)

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

No Priority Claimed (0 points)

---

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

Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY26 RFA 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) Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI). (Maximum of 10 points). Please refer to GaDOE Website <https://www.gadoe.org/School-Improvement/Pages/CSI-Schools.aspx> for a complete list of CSI, TSI, and ATSI 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. Please refer to the included Supplemental Form C, a listing of counties eligible for priority. (Maximum of 5 points)

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

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

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



**Official Entity Name for Fiscal Agent/Subgrant Award Recipient:** Boys & Girls Club of Lanier

**Program Name:**

Habersham Elementary Success Academy

**Funding Amount**

\$333,375.00

Number	Initial Each Box Below	Assurances
1	<input type="checkbox"/>	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="checkbox"/>	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="checkbox"/>	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	<input type="checkbox"/>	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	<input type="checkbox"/>	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	<input type="checkbox"/>	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	<input type="checkbox"/>	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	<input type="checkbox"/>	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	<input type="checkbox"/>	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	<input type="checkbox"/>	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="checkbox"/>	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	<input type="checkbox"/>	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	<input type="checkbox"/>	<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> <li>• Attendance at orientation, training, and other required meetings</li> <li>• Proposed weekly number of hours of operations (minimum of 12 hours/week)</li> <li>• Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence</li> <li>• Sound fiscal management including following reimbursement process requirements of the grant</li> </ul>
14	<input type="checkbox"/>	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
15	<input type="checkbox"/>	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

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

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

By my electronic signature I certify that I am the authorized signatory for the Fiscal Agent and official Subgrantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Steven Mickens, Chief Executive Officer, of Boys & Girls Club of Lanier for the program Habersham Elementary Success Academy

Not certified by electronic signature

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

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

## **I. Conflicts of Interest**

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

### **a. Organizational Conflicts of Interest.**

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

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

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

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

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

### **b. Employee Relationships**

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
  1. The names of all Subject Individuals who:
    - a. Participated in preparation of proposals for award; or
    - b. Are planned to be used during performance; or
    - c. Are used during performance; and
  - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two-year period immediately prior to the date of:
    1. The award; or
    2. Their retention by the Applicant; and
    3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
    4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, spouse of an in-law, or a member of his/her household.
- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

**c. Remedies for Nondisclosure**

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

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

**d. Annual Certification**

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

**ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS**

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

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

**II. Disclosure of Conflict of Interest after Agreement Execution**

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

GaDOE deems that termination is in the best interest of GaDOE.

### III. **Incorporation of Clauses**

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

Signature of Fiscal Agency Head (required)  
Not signed by electronic Signature

Typed Name of Fiscal Agency Head (required)  
Steven Mickens

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

Date (required)  
00/00/0000

Co-Applicant Required Signatures, if applicable:

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

Name of entity/agency acting as Co-Applicant, if applicable: Habersham County Public Schools

Name of Co-Applicant Contact Person: Matthew Cooper  
Position Title of Co-Applicant Contact Person: Superintendent  
Telephone: 706-754-2110 Fax: 706-754-1549  
E-mail: mcooper@habershamschools.com

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

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

00/00/0000 at 00:00:00 Date (if applicable)

Non-Profit Organization  
Financial Management Questionnaire

#### I. General Information

Name of Organization: Boys & Girls Club of Lanier

Data Universal Numbering System (DUNS) Number: 927266411

Federal Employment Identification (FEI) Number: 58-0656890

Address (Number and Street/ PO Box): P.O. Box 691

Address (Number and Street/ PO Box):

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

Phone#: 770-532-8102 Ext: 303

Name of Officers	Title	Phone	Email Address
Steven Mickens	Chief Executive Officer		smickens@bgclanier.org
Sara Gonzalez	Operations Administrator		sgonzalez@bgclanier.org

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

If yes, please list the board members.

Name of Members	Title
Sean Couch	President
John Byrd	Treasurer
Callie Flack	Secretary
Jerome Yarbrough	Vice President
Larry Baldwin	Past President
Brook Davidson	Past President

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\\_20.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\\_20.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 2023 Ending Date: 12/31/2023

2. What percent of funds is used for administrative purposes? 12.26%

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

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

If yes, explain.

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

If yes, state the approximate amount. \$0.00

Describe.

6. Are there any going concern issues? YES  NO

If yes, explain.

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

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

If yes, explain.

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

Amount	Funding Source (federal/state) & Type (grant/contract)	Agency Providing Funds	Latest Year Receiving Funds
\$2272196.00	21st Century Grants (pass through federal funds)	Georgia Department of Education	2023
\$430918.00	Department of Family and Children Services Grant (pass through state grant)	Georgia Alliance of Boys & Girls Clubs/Georgia Department of Human Services	2023
\$19608.00	Youth Employment Grant (pass through state funds)	Georgia Alliance of Boys & Girls Clubs/Georgia Department of Human Services	2023
\$430918.00	GEER Grant (pass through state funds)	Georgia Alliance of Boys & Girls Clubs/Georgia Governor's Office of Emergen	2023
\$103490.00	Mentoring grants (pass through federal funds)	Boys & Girls Clubs of America/Office of Juvenile Justice and Delinquency	2023
\$193025.00	CACFP grant (pass through federal funds)	Bright from the Start/US Department of Agriculture	2023

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

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

Please upload the return.

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

If yes, please upload the most recent audit completed.

If no, explain.

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

If yes, list the findings.

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

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

If no, explain.

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

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

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

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

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

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

If no, explain.

Please upload your organization most current federal 990 tax return.

Download organization's articles or charter: [Boys & G tax return doc 20.pdf](#)



Please upload your organization most recent audit completed.

Download organization's articles or charter: [Boys & G\\_recent\\_audit\\_doc\\_20.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\\_20.pdf](#)

Please upload audited or unaudited entity-wide financial statements.

#### IV. Internal Controls

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

If no, explain.

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

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

If no, explain.

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

Name of Representative	Steven Mickens	Title	Chief Executive Officer
Signature	Not Certified by Electronic Signature	Date	00/00/0000 at 00:00:00