



Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

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

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

Name of fiscal agent applying for the grant: Georgia College & State University.

Has this fiscal agent received 21st CCLC grant funds before? Yes No
If yes, please provide the year of initial funding: 2007

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

Form with three radio button options: Local Educational Agency, Non- Local Educational Agency, Institution of Higher Education.

Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 120

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

Total Funds Requested for:

2019-2020: \$350,000.00 2020-2021 \$350,000.00 2021-2022: \$350,000.00
2022-2023: \$315,000.00 2023-2024: \$280,000.00

Fiscal Agent/Applicant Required Signatures:

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

Name of Fiscal Agent's Contact Person: Robin Lewis
Position/Title of Fiscal Agent's Contact Person: Director, Grants & Sponsored Projects
Address: 231 W. Hancock Street, Campus Box 040
City: Milledgeville Zip: 31061
Telephone: 478 445 2754 Fax:478 445 6271
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Certified by electronic signature by Kelli R. Brown
Signature of Fiscal Agency Head (required)

Kelli R. Brown
Typed Name of Fiscal Agency Head (required)

Provost & Vice President for Academic Affairs
Typed Position Title of Fiscal Agency Head (required)

01/29/2019 at 14:55:05
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: Baldwin County Public Schools

Name of Co-Applicant Contact Person: Noris Price
 Position Title of Co-Applicant Contact Person: Superintendent
 Telephone: 478 457 3303 Fax: 478 457 3327
 E-mail: noris.price@baldwin.k12.ga.us

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

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

01/30/2019 at 11:33:38 Date (if applicable)

Program Name: YES at Lakeview Academy

Program Abstract

*Georgia College & State University proposes an inclusive 21st CCLC program, **Youth Enrichment Services (YES)**, that will provide a variety of wellness, social, and educational opportunities for Lakeview Academy (LVA) students in grades 3-5 who are at risk of academic failure due to limited literacy skills, low basic skills mastery, high absenteeism rates, and/or behavioral concerns which are conditions consistent with students living in poverty. The proposed program will prepare the whole child to meet the academic demands of state and local standards in reading and math. Rigorous and relevant intervention resources have been selected that will provide immediate feedback, identify skill gaps, and create individualized action plans and learning strategies to ensure academic growth. Case management (academic guidance) sessions will create a common language for parents and linkage to the school day. High impact STEAM (Science, Technology, Engineering, Art, and Math) "academic-enrichments" will create young makers, students who are willing to explore, take risks, and dig deeper. Academic enrichments will alternate with academic sessions. Character education and entrepreneurial learning will comprise the "life-enrichments" activities in order to build student capacity and support the development of habits consistent with successful students. The grant will target 30 students before school and 120 students after school from August through May each year for 140 days/35 weeks. The "Before the Bell" (7:00 am - 8:00 am - Monday through Friday) session will be academically-focused; homework checks and individualized tutoring. In the afternoon (2:45 pm to 6:00 pm - Monday through Thursday), students will have a homework/reading time followed by alternating academic and enrichment opportunities. A USDA snack will be prepared each day by the Baldwin Board of Education (BBOE) Nutrition staff for afterschool distribution. The academic year program will run 18 hours per week (5-morning/13-afterschool) for 35 weeks (140 days per year).*

Additionally, the YES Program will provide a summer program in June (12:00 noon until 5:00 pm Monday through Thursday (20 hrs/week) targeting 110 students with high impact summer science explorations designed to encourage students to become curious learners. This afternoon summer session will expand the day for the BBOE Summer Adventure Camp (8:00 - 12:00 noon) thus providing a full day (8:00-5:00) of learning opportunities for the elementary students as well as a safe and nurturing place to be. Through the partnership with Baldwin Board of Education Nutrition Department, students will receive breakfast, lunch, and an afternoon snack each day during the summer.

All sessions (academic year and summer) will provide a safe and caring environment, small class sizes (10:1 student-to-teacher ratio), and afterschool activities aligned with the **Georgia Afterschool and Youth Development Quality Standards (ASYD)**. The YES Program and staff will promote student *accountability, responsibility, and dependability*, habits consistent with *success* throughout life.

An inclusive environment will be created where parents/caregivers are welcomed, valued, and supported. A "voice and choice" engaging parent community will provide learning opportunities, tools, and strategies to become more effective **advocates** of and for their student's academic

achievements and post-secondary success. The YES Program will be a positive environment where success is *modeled everyday* by **everyone!**

The **goals** of this 21st CCLC Afterschool Proposal are to: **1) Improve Academic Performance, 2) Build Student Capacity, and 3) Increase Parent Engagement.**

Program Target:

Georgia College & State University proposes an inclusive 21st CCLC program, Youth Enrichment Services (YES), that will provide a variety of wellness, social, and educational opportunities for Lakeview Academy (LVA) students in grades 3-5 who are at risk of academic failure due to limited literacy skills, low basic skills, high absenteeism rates, and/or behavioral concerns which are conditions consistent with students living in poverty. The grant will target 30 students before school and 120 students after school during the academic year (**140 days/35 weeks**) with academic concentrations in the areas of reading and math. **Case management (academic guidance)** sessions will add additional nurturing academic support for students and a common academic language for parents with linkage to the school day. During the summer, YES will serve 110 grade 3-5 students from LVA with high impact summer science exploration designed to encourage students to become curious learners. This afternoon summer session will expand the day for the BBOE Summer Adventure Camp (8:00-12:00 noon) thus providing a full day (8:00 - 5:00) of learning opportunities for the elementary students as well as a safe and nurturing place to be. The intended **outcomes** of this proposal are to: 1) increase academic achievement through **individualized** academic sessions, focused-tutoring, and academic guidance and counseling; 2) build student capacity for educational success through character education, wellness, and entrepreneurial learning; and 3) create a community of **engaged parents/caregivers** empowered through learning opportunities (How to Identify Teachable Moments, Understanding Milestones, and How to be a PowerParent using PowerSchool, etc.).

(Word count is 820)

Program Name: YES at Lakeview 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.

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.

Planning Process

The process of gathering and analyzing data to identify needs of Baldwin County youth and adults originally began in 2006 when a diverse group of community stakeholders was charged with imagining a 21st CCLC program in Milledgeville, Georgia. The community rallied around the application to provide after-school programs in Baldwin County, an application that was successful and led to the creation of the Georgia College YES (Youth Enrichment Services) Program. Subsequent applications to continue and expand the original YES programs were successful, thanks in part to the community stakeholders' continued input regarding district, school, and student needs, and YES Program direction. Since 2007, the YES Program has supplemented the work being done in all Baldwin County Schools in Milledgeville, Georgia. All of the proposals have been in response to the needs identified through updated data, surveys, and an ongoing internal and external evaluation processes. The YES Program obtains feedback from students, parents/caregivers, classroom teachers, staff, district administration, partners, and the community each year that serves to guide the next program year.

In planning the current proposal, the Georgia College YES Program Director, who currently oversees other Baldwin County afterschool sites, began working with a subset of stakeholders and other community partners; the Baldwin County School Superintendent (Partner), Deputy Superintendent, Assistant Superintendent, LVA Principal, LVA teachers and administration, parents/caregivers and student representatives, the YES external evaluator, the Georgia College Office of Grants and Sponsored Projects, the Executive Director of Communities In Schools,

Baldwin Family Connection, the Milledgeville Housing Authority, and community volunteer organizations. The private schools in Baldwin County were contacted but declined to participate. (See the required Private School Consultation Form for additional information.) Our proposed partner is the Baldwin County Board of Education with support from the community, volunteers (Communities In Schools, Overview, Inc.), and college outreach departments (Academic Affairs, student organizations, pre-service teacher education programs, and faculty).

The planning committee focused on the following data: Lexile and Milestones scores, report card grades, attendance, and disciplinary records. Additionally, other key community indicators such as annual income, poverty levels, employment rates, family structure, educational attainment, and mobility rates were gathered from the Georgia Department of Education (GaDOE), the Governor's Office of Student Achievement (GOSA), and Kids Count (Family Connection - Annie E. Casey Foundation). The data was compiled and organized by the Director for presentation to the planning committee. The committee was charged with **identifying the needs** of students at LVA, **existing available resources** (FastForward, MyOn, Reading Inventory, etc), **future resources** (NWEA MAP and Illuminate), and **resource gaps** (experiential and entrepreneurship curriculum). The planning committee collectively **determined intervention strategies** based on 1) Lexile and Milestones scores and 9-week grades; 2) attendance and disciplinary data (PowerSchool); 3) parent and student survey data, and 4) community resources in recreation and reading opportunities and family engagement (three local colleges, and the Housing Authority). In planning the implementation, committee members reviewed past evaluation Summative Reports and 21st CCLC Site Observations to develop an implementation plan that would be appealing to parents and students, academically successful, and flexible. (See section 3.3.3 Recruitment and Retention). The committee confidently decided that this proposed program could successfully implement a plan to serve Lakeview Academy students in grades 3-5 as follows: (Monday through Friday) 30 students **before** school (5 hours/week/35 weeks); (Monday through Thursday) 120 students **after** school (13 hours/week for 35 weeks) during the academic year; and 110 students during June summer school (Monday through Thursday for 5 hours/day).

(Word count is 581)

B. Specific Needs (10 Points)

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

The planning committee identified **specific needs** by looking at diverse sets of **data**, e.g. attendance, grades, and test scores (PowerSchool, Milestones (End of Grade), and Lexile scores); community statistics (unemployment rate; crime statistics; available resources and other community indicators; employment and industry growth); socio-economic factors (median income; single parent households; education attainment of parents; mobility, internet connectivity, kinship, and foster rates); surveys (student; teacher; parent/caregiver); and school/district statistics (Title I; CCRPI-College and Career Ready Performance Index). **Resources** included the Governor's Office of Student Achievement (GOSA), City-data, U.S. Census, LVA district database (PowerSchool), the National Summer Learning Association (NSLA), and Kids Count (Annie E. Casey Foundation Research). Additionally, the team reviewed current district plans (School Improvement, District Charter) and the success of the past and current YES Program as documented in Cayen AS21 and the Summative Reports submitted to GaDOE. The findings were broken down into manageable data subsets as follows:

State of Georgia is ranked:

Economic Well-Being Indicators - **37th** overall (Kids Count)

Education Indicators - **34th** overall (Kids Count)

Health Indicators - **39th** overall (Kids Count)

Family and Community Indicators - **40th** overall (Kids Count)

One of the **top-10 states** with the **highest** level of **poverty** in the Nation; **16% poverty rate**. (US News & World Report)

Baldwin County, Milledgeville, Georgia:

Baldwin County lies in the central part of Georgia about 100 miles south and east of Atlanta. The county serves as home for 44,906 individuals in a geographic area of 257.84 square miles.

Demographics for Baldwin County are 54% white; 42.6% African American; 2.3% Hispanic; and 1.7% Asian.

Unemployment continues to be a challenge for the county as just five years ago, Baldwin County suffered a 244% rise in unemployment followed by the closure of Georgia Power in 2015. Closings

of other large employers have made recovery slow for the county.

Median household *income* as reported in 2016 was \$34,595 (\$18,964 less than the state median income of \$53,559). 29.7% (12,503 out of 42,091 people) of the population in Baldwin County are determined to live below the line of poverty.

Although Baldwin County is home to three colleges, as of 2018, **only 19%** of the 79% of students who graduated from high school received a Bachelor's degree (2017 American Community Survey). This equates to an average (at best) yearly income of \$21,800 in 2016. (Kids Count 2018). As alarming as this is, data shows that **55%** of the children in Baldwin County are living in **single-parent households** as compared to **36%** overall in the State of Georgia.

The targeted school for this proposal is Lakeview Academy (LVA). As reported in the School System Report Card provided by GOSA, Baldwin County's six schools serve 5,660 students with 680 of the students attending LVA. The demographic topography of LVA is: 64% African American, 26% white, 5% hispanic, 3% multiracial, 2% Asian. Further disaggregation of the demographic data concludes: 435 students are African American; 177 white, 34 hispanic, 20 multiracial, and 14 Asian. 350 males and 332 females make up a somewhat equally represented student body. The grade level distribution remains historically equally distributed: 216 students in grade 3; 218 students in grade 4; and 246 students in grade 5. **92.87%** of the students are classified as **free and reduced lunch**. All students receive free meals under the Community Eligibility Program (CEP) nutrition program of Baldwin County that started this academic year 2018-2019.

The planning committee dissected the data into layers: state, community, and student. The committee surmised that as a state, Georgia ranks poorly (34th - 39th) in key state "well-being" and family and community (40th) indicators. These rankings are key contributors to the high "mobility" (defined as student transfers for reasons other than grade promotion) rates at LVA (14.9%), a factor that not only adversely affects the individual student but the teacher and other students in the class as well. As a community, Baldwin County faces challenges due to family structure and economics (29.7% below poverty, 55% in single-family homes). The trickle-down effect of this data lands soundly at the student level and serves as the foundation for the **identified needs**.

Need #1 - Literacy and Reading Skills:

To identify the literacy needs, the planning committee reviewed Lexile data across the district with primary focus on students at LVA. The GaDOE Lexile Framework is an educational tool that links text and readers by a common metric known as Lexiles. The Lexile scores allow educators to forecast the level of comprehension a reader is expected to experience with a particular text. A student's reading ability can be matched with the "difficulty" of the text, also referred to as "level of the book." By design, the text is selected for a reader at a 75% comprehension level. This allows for a certain amount of comfort for the reader while still offering a challenge. Lexiles take into account semantic difficulty (word frequency) and syntactic complexity (sentence length). The three-year district data is provided below using "stretch" Lexile Bands for each grade. The referenced Lexile Bands are defined as follows:

Grade 2-3: 420L-820L
Grade 4-5: 740L-1010L

The following provides an overview of the Lexile findings for LVA:

63.1% of 3rd grade students are reading **below** grade level
56% of 5th grade students are reading **below** grade level

The planning committee unanimously agreed that the common denominator for all struggling students is the inability to read, especially students living below poverty in Baldwin County (29.7%); at Lakeview Academy 54.3% are classified as economically disadvantaged. Without additional interventions, these gaps will only broaden with each year. ***1st Service Need and Gap Identified: Low Literacy Levels***

Need #2 - Reduce Achievement Gap in Math:

To identify other academic needs, the planning committee reviewed Milestones math data for LVA. Milestones measure how well students have learned the knowledge and skills outlined in the state-adopted standards. End-of-Grade (EOG) assessments for elementary students make up the Georgia Milestones. The committee reviewed two levels: **Beginning Learner (BL)**, defined as a student who does not yet demonstrate proficiency and needs **substantial** academic support to be prepared for the next grade and to be on track for college and career readiness in high school; and **Developing Learning (DL)**, defined as a student who demonstrates **partial** proficiency and needs additional academic support to ensure success in the next grade to be on track for college and career readiness in high school.

The following provides an overview of the math Milestone findings for 2017-2018:

Math - LVA: **BL 24.2%** and **DL 47.6%**

Math - State Milestones: **BL 16.6%** and **DL 37.9%**

As evidenced by the data, **71.8%** (BL and DL) of the LVA students are in need of substantial to moderate supplemental math academic assistance to demonstrate proficiency in grades 3-5. A difference of 17.3% more students than the State of Georgia's report of 54.5%. To further support this specific math need, a review of the Growth Percentile data for 2017-2018 revealed that **45%** of students demonstrated "*low growth*" on the End of Grade (EOG) assessments in **grade 4** and **51%** of students in grade 5. When presented with the data, the planning committee agreed that additional small-group and individualized academic support is critically needed in the core academic area of math. It was further decided to implement math support focusing on two levels; (1) *basic/foundational skills for the Beginning Learner (BL)*, students who have not demonstrated even the most basic of skills and are in need of substantial targeted skill-specific academic support; and (2) *a prescriptive academic support for Developing Learners (DL)* whereby the afterschool teacher provides academic support for the skills gaps as identified through communication with day school teachers and with pre-assessments.

2nd Service Need and Gap Identified: Achievement Gaps in Math

Need #3 - Building Student Capacity - Need for Character Education, Wellness, and Entrepreneurial Learning.

Research has shown that when a student enters the classroom lacking the prerequisite skills and knowledge necessary for subject success, the skill gaps manifest themselves in other ways, such as lack of confidence, poor self-image and self-esteem, and chronic absenteeism. Other variables such as poverty and negative life experiences, only serve to exacerbate the problem resulting in students isolating themselves and feeling hopeless; the academic gap widens. To begin the identification of the 3rd need, the committee again tied the data back into the research. The most recent attendance data found in PowerSchool (district data software) revealed that **29.8%** of students attending LVA missed 6 - 15 days of school; **15%** of LVA students missed 15 or more days of school; and **6.8%** had chronic absenteeism. The correlation between attendance and academic performance is clear; **51.6%** of students with high absences (6 or more days) and **73%** of students performing at the "beginning learner" and "developing learner" levels. More alarming is that the 2017 State of Georgia Milestones report states that **16.6%** of students in Georgia are performing at the "*Beginning Learner*" level in math as compared to **24.2%** of the LVA math students. Although the attendance-to-academic-performance correlation was easily discerned by the committee, the reality is that this correlation is often not connected by the parents/caregivers, lending itself to many much-needed parent learning opportunities. The committee's second correlation to student capacity was **educational attainment**. Many districts have realized a reduction in drop-out rates over the past number of years due to various district strategies: charter schools, evening, and/or online schools. GOSA reports that since the Baldwin High School (only high school in Baldwin County) Class of 2011, the percent of students earning a postsecondary credential has grown from 1% to 32%; a growth to celebrate. Unfortunately, over the same five-year range, **19% - 32%** of the graduating students **did not enroll or receive a post-secondary credential**. Additionally, **13%-23%** of the students during this time are **unaccounted for**. The most basic interpretation of this data is that **55%** of the students left high school unprepared for college or careers. **The committee agreed that the success of a student in high school and beyond starts in the early years of education and that the data presented for Baldwin High School directly correlates to elementary school student experiences.**

Whatever the reason, when a student is facing gaps in academic preparation, they are unprepared for the next step: a test, grade promotion, or a job. Based on this data, the committee determined that in order to **build student capacity**, there is a critical need for **1) early and consistent character education to demonstrate the importance of accountability, responsibility, and dependability and 2) entrepreneurial activities to give students a realistic perspective on life**. Academic Guidance (case management) will be provided to implement corrective measures if the students falls off-track and to ensure that the goal is timely and attainable.

3rd Service Need and Gap Identified: Character Education and Entrepreneurial Learning

Support Services and Gaps:

As this proposal has presented, children living in poverty with limited access to additional academic support and learning time need supplemental help to succeed. The planning committee identified the need of **additional time and individualized academic support in reading and math as the support services strategies for students and teachers, supports which will be crafted to supplement, not replicate, day school academic efforts**. Since achievement gaps are unique for each student, close attention must be paid to the *instructional design and student experience*, two cornerstones of "afterschool style" academic support. **It is critical that the academic approach be scaffolded and individualized for each student so that he or she spends less time trying to catch-up and more time developing the critical thinking skills necessary for academic success throughout high school and life.**

As identified in the data analysis, literacy must be a priority. The YES Program will implement supplemental research-based reading strategies during afterschool so as to provide

supplemental “text” opportunities that are relatable, engaging, and based on student interest. Academic gaps will be addressed by **homework assistance** (although teachers are not required to assign homework, YES staff will be checking for and assisting with homework when needed) and **individualized tutoring and remediation time based on assessment results**. Enrichment time will be filled with high impact **project-based experiential learning** proven effective activities aligned with the **state standards and student interests**. A **case management system** (monitoring of grades, completed assignments, incomplete assignments, test scores, and attendance along with teacher communications and parent contacts) designed by the YES Director and recognized as a 21st CCLC Best Practice, will provide timely response to missed assignments, failed test, and any academic challenges occurring during day school, thus supporting an **open line of communication** between *school and home*. *In the Summative Report in FY16, the external evaluator wrote “The new program had excellent results. The case management system provided students with individualized attention and assistance with homework and tutoring, but also held students more accountable. Tutors got to know the students better. Parent contact improved. Since classes were assignment-oriented, students who had school projects received assistance and were able to use YES supplies to create more professional-looking products. As a result, homework/tutoring classes were full and busy.”* The case management system will also serve as a character education component instilling in the student the importance of *accountability* and *responsibility*. These strategies are in response to identified *Service Needs and Gaps #1 and #2*.

Character education and Rural Entrepreneurship through Action Learning (REAL) in conjunction with cooperative sports, and other activities designed to build student capacity and *sense of self*, will serve as the enrichment portion of the daily schedule. Additionally, close communication and engagement opportunities will keep the parents “in the know” in terms of student challenges and successes during day and afterschool. Parent learning sessions will serve to lessen the knowledge gap that exists with parents between “how they learned” and current state and local academic expectations. These activities will be implemented in support of *Service Needs and Gaps #1, #2, and #3*.

(Word count is 2458)

C. Program Focus (6 Points)

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

The focus of this proposal is to offer **before school, after school, and summer programs** that provide literacy and academic support as well as career guidance, character education, and experiential entrepreneurial opportunities for targeted students. All students, regardless of gender, race, or ethnicity, will be encouraged to apply. Targeted and first chosen students will include those who demonstrate a need for supplemental assistance in reading and math as identified through Lexile and Milestones scores or through recommendations from day school teachers, administration, and parents/caregivers. *The targeted students, left without help, will most likely fail to promote on-time*. The community of Baldwin County, Milledgeville, Georgia, does not offer any similar afterschool engagement opportunities for the targeted LVA population. *This gap in community resources alone has been identified in most community “Survey of Indicators” as a contributing factor for increased negative behaviors during the afternoon time, a time when students are often home alone and unsupervised*. Other indicators such as low educational attainment and high unemployment make having positive role models and **academic support within the home non-existent**. Additionally, the need for parents/caregivers to be advocates for their student is riddled with past personal negative educational experiences. Changes in the state standards make academic support difficult for parents across the spectrum of educational attainment. **With less than 20% of the parent/caregivers having a high school diploma, outside help is non-existent**. This proposal addresses these gaps (literacy, academics, parental advocates) by focusing on supplemental reading opportunities, STEAM (Science, Technology, Engineering, Art, and Math) enrichments, experiential REAL learning, and parent learning events focused on student-centered support strategies.

The planning committee is confident that this proposal for LVA (Grades 3-5) will successfully serve 30 students before school; 120 students in afterschool during the academic year; and 110 students during summer out-of-school (OST). **The proposed before school, after school, and summer programs at Lakeview Academy will create a clear pathway to middle and secondary academic success, improvement in the social-emotional self (build capacity), and prepare students to be ready for every level of education.**

(Word count is 349)

define salaries and wages.

Wages PDF

Download a copy of [Georgia_wages_301.pdf](#)

Audit and Financial Statements

Download a copy of [Georgia_financials_104.pdf](#)

- **Non-LEA Applicants Only**

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

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

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

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

Is there any pending litigation against the organization? Yes No

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

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

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

Download counsels's opinion:

Program Name: YES at Lakeview 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 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.

The Georgia College YES Program has been in existence since 2007. The original FY08 grant was written to serve students at Oak Hill Middle School, Baldwin High School, and Midway Elementary. In FY09 and FY10, Georgia College received additional 21st CCLC awards allowing for the expansion to Eagle Ridge Elementary and Blandly Hills Elementary. In FY13, YES received another 21st CCLC award that allowed for the expansion to an additional elementary school: Creekside Elementary. From FY13 to FY18 all schools in Baldwin County received afterschool services from the Georgia College YES Program. As stated in historical evaluation data submitted to Georgia Department of Education, the YES Programs has had a long line of successes:

Baldwin High School (FY13): 114% Average Daily Attendance (ADA); 50% increase in math and science; 46% increase in Language Arts; and 41.6% increase in social studies; 343 adult caregivers attended learning opportunities; and YES staff made contact with the families a minimum of 2 times per month.

Blandly Hills Elementary (FY13): 92.7% ADA, 70% increase in math; 41.9% increase in Language Arts; 48.1% increase in Reading; 38.8% increase in science; 99.4% of students turned in homework on time; 95.7% improvement in soft skills; 100% improved enrichment skills; 337 caregivers participated in learning opportunities; and 95.8% of the families were contacted a minimum of 2 times per month.

Eagle Ridge (ERE) and Creekside Elementary (CKS) (FY15): ERE 98.8% ADA/CKS 97.5% ADA; 48.9% Language Arts increase; 43.1% reading increase; 39.1% math increase (combined); ERE 96.9%/CKS 98.9% increase in enrichment skills; ERE 95.7%/CKS 95.9% improvement in behavior; ERE/CKS 126 adult caregivers participated in learning opportunities.

Midway Elementary: 82.7% ADA; 52.4% reading increase; 33.8% math increase; 37.4% language arts increase; 41.5% science increase; 97.4% submitted homework on-time; 100% increase in soft skills; 98.7% increase in enrichment skills; 259 adult caregivers participated in learning opportunities.

Oak Hill Middle School: 84.7% ADA; 57.1% math increase; 52.4% science increase; 71.8% language arts increase; 95.1% improvement in on-time submission of homework; 95.7% increase in soft skills; 75.9% enrichment skills increase; and 231 adult caregivers participated in learning opportunities.

(Word count is 303)

Goals

YES Program Goals:

- #1= Improve Academic Performance
- #2= Build Student Capacity
- #3= Increase Family Engagement

Strategy #1: Reading and Academic Intervention (Goals #1 and #2)

Reading Inventory (RI) (Houghton Mifflin Harcourt) is a research-based, adaptive student assessment program that measures reading skills and provides longitudinal individual student progress; a Lexile diagnostic program. With 63.1% of the grade 3 and 56% of the grade 5 students reading below grade level, Reading Inventory will offer a low-stress, adaptive literacy assessment that addresses the text demands of the new Georgia standards. The RI assessment is administered by the school district three times per year with performance data that will forecast students' trajectory to college and career readiness. Accessible as needed by afterschool administration.

SuccessMaker math and literacy program is an adaptive and prescriptive scheduling intervention

program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe, and student response. There's less frustration and stress for the learners. Individual learner paths guide the student to targeted performance goals. Prescriptive scheduling tells when students will reach key milestones, and dynamic reporting provides data to intervene when it matters most. *Once per week during academic year; daily during summer.*

FastForward courses are self-paced online courses in math, Language arts, science and social studies with tools to help identify a student's strengths and weaknesses that takes the guesswork out of what to focus on during after school time. Also aligned with the GED test guidelines, FastForward will provide parent/caregivers the opportunity to study for their GED. *(data provided in Program Focus: less than 20% of parent/caregivers have a high school diploma)* Once per week during academic year and summer

Illuminate is a data collection system that provides all the student data in one place; report cards, gradebooks, parent communication and data analysis. Standards-based assessments can be created quickly and when completed scanned, uploaded and analyzed to enable daily personalized instruction. YES staff can view trends, gain instructional insight, customize afterschool work, and provide more differentiated instruction to students. *Accessible as needed by afterschool administration.*

NWEA is a research-based, not-for-profit organization that supports students and educators by creating assessment solutions that precisely measure growth and proficiency providing insight to better tailor instruction. **NWEA Map** was built by educators for educators on the belief that each and every student matters and delivers the insight that helps students learn, teachers teach and leaders lead. *Accessible as needed by afterschool administration.*

GaDOE Area Frameworks is an online resource at GeorgiaStandards.org that is intended to be models for teaching-learning activities. Students will explore math and reading with lessons planned and guided by the content framework. Students will access *Frameworks one time per week during designated reading time (30 minutes/week).*

The above list is representative of the resources provided to the afterschool program by the Baldwin County Board of Education. Academic intervention strategies will be selected based on student needs, alignment with the school day, ease of use during afterschool hours, and analytical reports that best meet the data collection needs for the 21st CCLC grant.

Strategy #2: Homework Help (Goals #1, #2, and #3)

Although LVA does not have a required homework component, some teachers will assign extra work for the students to complete at home and receive extra credit. Each day of the program, any student with homework will be provided time to ask questions and demonstrate understanding. For example, the YES afterschool teacher will not move to question number two until he or she is confident that the student can demonstrate an understanding of how to complete question number 1. The purpose of this homework time is not to complete homework, but rather to provide students with a deeper understanding of the assignments that will empower them to complete the assignment at home, perform better on future assignments, and be engaged during class time. The case manager will maintain data related to homework completion and submission and communicate individual needs to the homework session teacher as well as the day school teacher.

Strategy #3: Enrichment Activities (Goals #1, #2, and #3)

All students will participate in one project-based enrichment activity each day. The enrichment activities will be grounded in STEAM (Science, Technology, Engineering, Art, and Math), entrepreneurial experiences, and academic enrichments (for students with severe basic skills deficits). The enrichments will provide targeted students with the opportunity to participate in activities that otherwise might not be available to them. STEAM activities such as dance, culinary, and wellness will provide a health and fitness components; construction, technology, experiential activities with REAL will teach real life skills while students are young and still entrepreneurial by nature; and science exploration will teach higher-order thinking. All of the enrichment activities are designed to serve the "whole" child and increase attendance and to support academic achievement during day school.

Strategy #4: REAL Entrepreneurial Learning (Goals #1, #2, and #3)

REAL Entrepreneurship is a recognized leader in entrepreneurial education. Based on the Experiential Learning Cycle, REAL provides over 200 discrete modules to help students at all ages to plan and operate a business, understand governmental positions in their community such as tax assessor, Mayor and critical financial literacy education (banking, saving, and payroll) through experiential learning. REAL turns afterschool into a living working community.

Strategy #5: Summer Programs (Goals #1, #2, #3)

YES will offer a summer program beginning the 1st Monday of June and continuing for until the last Thursday of June. Each day (M, T, W, Th) from 8:00 am to 1:00 pm, 110 students will participate in a series of academic sessions designed to prepare students for the upcoming year with, makeup

additional work required for promotion, and receive individual tutoring.

To achieve Goal 1: Increase Academic Performance, objectives 1.1 through 1.2, strategies 1.1.1 through 1.2.4 will be utilized. The academic skill improvement realized during afterschool will in turn positively affect their day school academic performance. To achieve Goal 2: Build Student Capacity, objectives 2.1.1 through 2.1.3, strategies 2.1.1 - 2.1.3 will be utilized. The character education, fitness/wellness, academic counseling/guidance, and the college and career readiness strategies will serve to focus on the “whole” child by engaging the students in fun, thought-provoking activities, introspection, and reflection proven to improve behavior, communication, accountability, and relationships. As a result of these strategies, day school discipline referrals and behavior issues will decline and a better focused student will emerge. Goal 3: Increase adult caregiver engagement and participation, objectives 3.1, strategies 3.1.1 will be utilized. The intent of this goal is to create an atmosphere where adult caregivers feel welcomed, valued, and empowered to become better advocates of and for the educational achievements of their student.

All afterschool academic and enrichment activities are focused on social-emotional learning, and aligned with state standards, Lexile and Milestones. The academic component will support a stronger linkage to the school day through individualized instruction based on identified gaps in day school instruction. The enrichment activities will be rigorously designed with a standard template requiring 1) enrichment description and name, 2) academic standards alignment, 3) three achievable goals, 4) methods of evaluation, and 5) student scores based on an evaluator-approved scoring system. Both academic and enrichment sessions utilize differentiated techniques for knowledge acquisition using research-based and proven strategies. From activities to entrepreneurial learning, all afterschool activities are designed to level the playing field for all students to participate and succeed. All afterschool activities supplement, not replicate, academic day school efforts and have been designed based on the goals and objectives of this grant and supplement the goals and objectives of the district as outlined in the School Improvement and Charter District Plans.

As afterschool research has shown, important gains are being made for children, not only in terms of academic gain, but also in the critical areas of safety, discipline, and the avoidance of risky behaviors. This grant-funded program will provide a safe and caring environment during high-risk afternoon hours for students living in areas of heightened gang activity and high crime areas, factors that cannot be overlooked due to the high percentage of single-parent homes (55%; 19% higher than the state average).

Additionally, the NEA Today published that ongoing research shows that **family engagement** in schools improves *student achievement*, *reduces absenteeism*, and restores parents' *confidence* in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. (2014)

This afterschool proposal will be implemented with allegiance to the creation of a student-centered, high-achieving afterschool program designed to meet the goals and objectives as set out in this proposal for the Georgia College YES Program at Lakeview Academy.
Program Name: YES at Lakeview Academy

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) To Improve Academic Performance.	1.1) 40% of regularly participating students will demonstrate an improvement in reading .	1.1) Reading Inventory (RI) scores or reading progress made during reading time using the GaDOE Frameworks tool.	1.1.1) School administered assessment	1.1.1) Three per program year
	1.2) 40% of regularly participating students will meet or exceed district and state standards or show academic growth in math .	1.2) Georgia Milestones or Report card grades AND Students with a B average or higher will maintain or increase their average.	1.1.2) Individual reading session during afterschool and summer programs.	1.1.2) Daily through academic year and summer
			1.2.1) Homework Help	1.2.1) Daily during academic year
			1.2.2) Basic skills and remediation time	1.2.2) Daily during academic year and summer session
			1.2.3) Math enrichment activities	

				1.2.3) Daily during academic year and summer
2) Build Student Capacity	2.1) 85% of regularly participating students will be absent 10 days or less from day school during the academic year. 2.2) 50% of regularly participating students will demonstrate an improvement in behavior. 2.3) 50% of regularly participating students will demonstrate an increase in knowledge relating to entrepreneurship and life skills	2.1) BBOE data collection - Powerschool attendance reports 2.2) Semi-annual day and afterschool teacher surveys 2.3) REAL activity observations and pre-test	2.1.1) Homework Help 2.1.2) Enrichment Activities 2.1.3) Academic Advisement 2.2.1) Teacher surveys 2.3.1) REAL "contained" entrepreneurial experiences. 2.3.2) REAL community creation within school	2.1.1) daily during academic year 2.1.2) weekly during academic year and summer 2.1.3) Monthly during academic year 2.2.1) Once per year 2.3.1) daily during academic year 2.3.2) daily during academic year
3) Increase Family Engagement	3.1) 90% of parent/caregivers will attend at least one engagement opportunity. 3.2) 90% of parent/caregivers will attend at least one Learning opportunity.	3.1) Attendance Sign-in Sheets and Exit surveys 3.2) Attendance Sign-in Sheets and Exit surveys	3.1.1) Parent Orientation and Information meeting 3.2.1) Parent Engagement and Learning Opportunities	3.1.1) Once per semester during academic year 3.2.1) Once per semester

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

Program Name: YES at Lakeview 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 in order to foster maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

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

This proposal has two proposed service components: 1) **"Before the Bell" morning session (7:00**